GRADE 9 SOCIAL STUDIES SCHEMES OF WORK

**Reference books used**

*MTP Social Studies Grade 9 T.G & Learners book.*

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Lesson Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
| **1** | **1** | **Population structure** | Significance of population structure in the distribution of national resources in a society | By the end of the lesson, the learner should be able to:   1. determine the significance of population structure in the distribution of national resources in a society 2. Make posters on the differences in population structure in developed and developing countries. 3. appreciate the differences in population structure between   developed and developing countries. | Why is the population structure  of a country important? | Learner is guided to:   * brainstorm and enumerate the significance of population structure in the distribution of national resources in a society, * compose and display messages on differences in population structure of developed and developing countries for   sustainable development | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 44- 45  MTP SST Grd 9 P.B Pg. 79- 82 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** | **Peaceful Conflict Resolution** | Types of peace in society – personal | By the end of the lesson, the learner should be able to:   1. explain types of peace for sustainable social interactions, 2. Analyze personal peace in the society. 3. Appreciate the importance of peace in the society. | How can we promote peace in the community? | Learner is guided to:   * brainstorm on types of peace in   the society such as personal. | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 46- 47  MTP SST Grd 9 P.B Pg. 83- 85 | QA  Written tests Portfolio Discussion Project |  |

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|  | **3** |  | Cultural peace | By the end of the lesson, the learner should be able to:   1. List the types of peace for sustainable social interactions, 2. Analyze cultural peace in the society. 3. Appreciate the importance of peace in the society. | How can we promote peace in the community? | Learner is guided to:   * brainstorm on types of peace in the society such as personal, cultural and share, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 46- 47  MTP SST Grd 9 P.B Pg. 83- 85 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Barriers to conflict resolution in daily life | By the end of the lesson, the learner should be able to:   1. identify barriers to conflict resolution in day to-day lives, 2. Examine the barriers to conflict resolution in daily life. 3. Appreciate the importance of peace in the society. | How can we promote peace in the community? | Learner is guided to:   * use digital or print resources to search for barriers to conflict resolution and present, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 48- 49  MTP SST Grd 9 P.B Pg. 85- 87 | QA  Written tests Portfolio Discussion Project |  |
| **2** | **1** |  | Ways of managing emotions to promote peace in the community | By the end of the lesson, the learner should be able to:   1. Define the term emotions. 2. explore ways of managing emotions in the promotion of peace in the community, 3. Appreciate the importance of peace in the society. | How can we promote peace in the community? | Learner is guided to:   * discuss possible solutions for managing emotions to promote peace in the community, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 49- 51  MTP SST Grd 9 P.B Pg. 87- 89 | QA  Written tests Portfolio Discussion Project |  |
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|  | **2** |  | Ways of managing emotions to promote peace in the community | By the end of the lesson, the learner should be able to:   1. Define the term emotions. 2. explore ways of managing emotions in the promotion of peace in the community, 3. Appreciate the importance of peace in the society. | How can we promote peace in the community? | Learner is guided to:   * discuss possible solutions for managing emotions to promote peace in the community, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 49- 51  MTP SST Grd 9 P.B Pg. 87- 89 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Applying emotional intelligence for peaceful conflict resolutions in the community | By the end of the lesson, the learner should be able to:   1. List scenarios on emotional intelligence for peaceful conflict resolutions in the community. 2. apply emotional intelligence for peaceful conflict resolutions in the community, 3. Appreciate the importance of peace in the society. | How can we promote peace in the community? | Learner is guided to:   * engage a resource person on how to apply emotional intelligence   to maintain peace in the community, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 51- 52  MTP SST Grd 9 P.B Pg. 90- 92 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Applying emotional intelligence for peaceful conflict resolutions in the community | By the end of the lesson, the learner should be able to:   1. List scenarios on emotional intelligence for peaceful conflict resolutions in the community. 2. apply emotional intelligence for peaceful conflict resolutions in the community, 3. Appreciate the importance of peace in the society. | How can we promote peace in the community? | Learner is guided to:   * design scenarios on emotional intelligence for peaceful conflict resolutions in the community | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 51- 52  MTP SST Grd 9 P.B Pg. 90- 92 | QA  Written tests Portfolio Discussion Project |  |
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| **3** | **1** |  | Embracing peace initiatives and agreements at the community level for harmonious living | By the end of the lesson, the learner should be able to:   1. List the peace initiatives in the society 2. Compose a song or poems on peace. 3. embrace peace initiatives and agreements at the community level for harmonious living. | How can we promote peace in the community? | Learner is guided to:   * compose songs or poems peace initiatives and agreements at the community level for harmonious living. | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 52- 54  MTP SST Grd 9 P.B Pg. 92- 95 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** | **Healthy relationshi ps** | Ways of sustaining healthy relationships in the community | By the end of the lesson, the learner should be able to:   1. explain ways of sustaining healthy relationships in the community, 2. Practice healthy relationships in the society. 3. appreciate the need for healthy relationships in the community. | How can we promote healthy relationships in the community? | Learner is guided to:   * brainstorm in pairs ways of sustaining healthy relationships in the community, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 55- 56  MTP SST Grd 9 P.B Pg. 96- 97 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Barriers to harmonious relationships | By the end of the lesson, the learner should be able to:   1. List the barriers to harmonious relationships 2. explore barriers to harmonious relationships, 3. appreciate the need for healthy relationships in the community. | How can we promote healthy relationships in the community? | Learner is guided to:   * speak clearly and effectively as they discuss barriers to harmonious relationships, * watch video clips on barriers to healthy relationships and write a report, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 56 MTP SST Grd 9 P.B Pg. 97- 98 | QA  Written tests Portfolio Discussion Project |  |
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|  | **4** |  | Strategies to overcome barriers to healthy relationships | By the end of the lesson, the learner should be able to:   1. Give the strategies to overcome barriers to healthy relationships. 2. design strategies to overcome barriers to healthy relationships, 3. appreciate the need for healthy relationships in the community. | How can we promote healthy relationships in the community? | Learner is guided to:   * use digital or print resources to research strategies to overcome barriers to healthy relationships, * undertake tasks as they roleplay scenarios that depict the need for healthy relationships in the community. | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 57- 59  MTP SST Grd 9 P.B Pg. 99- 104 | QA  Written tests Portfolio Discussion Project |  |
| **4** | **1** | **NATURAL AND HISTORIC BUILT ENVIRON MENTS** | Topographic al maps | By the end of the lesson, the learner should be able to:   1. name human activities on topographical maps, 2. Observe pictures of topographical maps. 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * brainstorm human activities that may be represented on a topographical map, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 60- 61  MTP SST Grd 9 P.B Pg. 105- 107  Smart Minds SST Grd 9  T.G. Pg. 70-73  Smart Minds SST Grd 9 P.B Pg. 108-111 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** |  | Topographic al maps | By the end of the lesson, the learner should be able to:   1. List human activities on topographical maps, 2. Observe pictures of topographical maps. 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * brainstorm human activities that may be represented on a topographical map, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 60- 61  MTP SST Grd 9 P.B Pg. 105- 107 | QA  Written tests Portfolio Discussion Project |  |

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|  | **3** |  | Human activities of topographica l maps | By the end of the lesson, the learner should be able to:   1. describe human activities on topographical maps, 2. represent human activities on topographical maps 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * use print or digital resources to find out how human activities are represented in topographical maps, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 60- 61  MTP SST Grd 9 P.B Pg. 105- 107 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Human activities of topographica l maps | By the end of the lesson, the learner should be able to:   1. describe human activities on topographical maps, 2. Analyze how human activities affect roads. 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * use a chart to identify on typographical map how some human activities like agriculture, mining, urban   development and deforestation affect roads, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 60- 61  MTP SST Grd 9 P.B Pg. 105- 107 | QA  Written tests Portfolio Discussion Project |  |
| **5** | **1** |  | Enlarging and reducing parts of topographica l map | By the end of the lesson, the learner should be able to:   1. describe how to enlarge and reduce topographical maps 2. Enlarge and reduce topographical maps 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * draw a sketch map to enlarge and reduce part of topographical maps and   present it to peers, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 62- 63  MTP SST Grd 9 P.B Pg. 108- 110 | QA  Written tests Portfolio Discussion Project |  |
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|  | **2** |  | Enlarging and reducing parts of topographica l map | By the end of the lesson, the learner should be able to:   1. describe how to enlarge and reduce topographical maps 2. Enlarge and reduce topographical maps 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * draw a sketch map to enlarge and reduce part of topographical maps and   present it to peers, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 62- 63  MTP SST Grd 9 P.B Pg. 108- 110 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Illustrating cross- sections from topographica l maps | By the end of the lesson, the learner should be able to:   1. Give the human activities shown on topographical maps 2. illustrate cross-sections from topographical maps, 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * draw cross-sections from topographical maps showing human activities, * display the cross-sections, take a gallery walk and peer assess. | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 64- 66  MTP SST Grd 9 P.B Pg. 111- 116 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Illustrating cross- sections from topographica l maps | By the end of the lesson, the learner should be able to:   1. Give the human activities shown on topographical maps 2. illustrate cross-sections from topographical maps, 3. appreciate the representation of human activities on topographical maps. | Why are topographical maps important? | Learner is guided to:   * draw cross-sections from topographical maps showing human activities, * display the cross-sections, take a gallery walk and peer assess. | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 64- 66  MTP SST Grd 9 P.B Pg. 111- 116 | QA  Written tests Portfolio Discussion Project |  |
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| **6** | **1** | **Internal Land Forming Processes** | Types of earth movements Causes of   * Rift valley | By the end of the lesson, the learner should be able to:   1. explore the types and causes of earth movements in the environment, 2. Illustrate the formation of Rift valley 3. recognize internal land forming processes in shaping the landscape and their influence on human activities. | How do landforms influence human activities? | Learner is guided to:   * brainstorm the types and causes of earth movements and present them in class, * conduct library research on types of faults in the environment and do a presentation in class, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 67- 69  MTP SST Grd 9 P.B Pg. 117- 121 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** |  | Causes of   * Block   mountain | By the end of the lesson, the learner should be able to:   1. explore the types and causes of earth movements in the environment, 2. Illustrate the formation of Block 3. recognize internal land forming processes in shaping the landscape and their influence on human activities. | How do landforms influence human activities? | Learner is guided to:   * brainstorm the types and causes of earth movements and present them in class, * conduct library research on types of faults in the environment and do a presentation in class, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 67- 69  MTP SST Grd 9 P.B Pg. 117- 121 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Causes of   * Faults | By the end of the lesson, the learner should be able to:   1. explore the types and causes of earth movements in the environment, 2. Illustrate the formation of faults 3. recognize internal land forming processes in shaping the landscape and their   influence on human activities. | How do landforms influence human activities? | Learner is guided to:   * brainstorm the types and causes of earth movements and present them in class, * conduct library research on types of faults in the environment and do a presentation in class, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 67- 69  MTP SST Grd 9 P.B Pg. 117- 121 | QA  Written tests Portfolio Discussion Project |  |

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|  | **4** |  | Theories of continental drift in the formation of continents | By the end of the lesson, the learner should be able to:   1. explain the theories of continental drift in the formation of continents, 2. Analyze the theory of continental drift in the formation of continents. 3. recognize internal land forming processes in shaping the landscape and their influence on   human activities. | How do landforms influence human activities? | Learner is guided to:   * use digital or print resources to research theories of continental drift in the environment and make short notes, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 70- 72  MTP SST Grd 9 P.B Pg. 122- 125 | QA  Written tests Portfolio Discussion Project |  |
| **7** | **1** |  | Theories of continental plate tectonics in the formation of continents | By the end of the lesson, the learner should be able to:   1. explain the theories of plate tectonic in the formation of continents, 2. Analyze the theory of plate tectonic in the formation of continents. 3. recognize internal land forming processes in shaping the landscape and their influence on   human activities. | How do landforms influence human activities? | Learner is guided to:   * use digital or print resources to research theories of plate tectonics in the environment and make short notes, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 70- 72  MTP SST Grd 9 P.B Pg. 122- 125 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** |  | Formation of features due to faulting in the environment | By the end of the lesson, the learner should be able to:   1. Explain the process of faulting in the environment. 2. illustrate the formation of selected features due to faulting in the environment, 3. recognize internal land forming processes in shaping   the landscape and their influence on human activities. | How do landforms influence human activities? | Learner is guided to:   * view video clips/documentaries on the processes of faulting in the environment. * draw a sketch illustrating the formation of selected features in the environment and display for peer assessment, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 72- 76  MTP SST Grd 9 P.B Pg. 126- 131 | QA  Written tests Portfolio Discussion Project |  |
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|  | **3** |  | Formation of features due to faulting in the environment | By the end of the lesson, the learner should be able to:   1. Explain the process of faulting in the environment. 2. Use atlas to locate features formed as a result of faulting process. 3. recognize internal land forming processes in shaping the landscape and their influence on human activities. | How do landforms influence human activities? | Learner is guided to:   * use an atlas to locate features formed as a result of the faulting process, | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 72- 76  MTP SST Grd 9 P.B Pg. 126- 131 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Effects of faulting on human activities | By the end of the lesson, the learner should be able to:   1. explain the effects of faulting on human activities, 2. Create posters on awareness of disasters relating to faulting. 3. recognize internal land forming processes in shaping the landscape and their influence on human activities. | How do landforms influence human activities? | Learner is guided to:   * carry out mapping on the significance of faulting to human life and activities, * develop posters to create awareness of disasters relating to faulting, * create communication messages to create awareness on effects of faulting to safety of road users and present in class, * brainstorm and share in class the significance of faulting in human activities. | Resource persons Selected resources Manila paper  MTP SST Grd 9 T.G. Pg. 76- 82  MTP SST Grd 9 P.B Pg. 131- 137 | QA  Written tests Portfolio Discussion Project |  |
| **8** | **1** | **Multi- purpose River Projects in Africa** | Selected multipurpose river projects  - River Tana Projects in Kenya | By the end of the lesson, the learner should be able to:   1. identify selected multipurpose river projects on a map of Africa, 2. Observe pictures of River Tana project in Kenya 3. recognize the importance of multipurpose river projects in   society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * use the internet and print media to identify selected multi-purpose river projects | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 83- 84  MTP SST Grd 9 P.B Pg. 138- 140 | QA  Written tests Portfolio Discussion Project |  |

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|  | **2** |  | Selected multipurpose river projects  - Aswan High Dam in Egypt | By the end of the lesson, the learner should be able to:   1. identify selected multipurpose river projects on a map of Africa, 2. Observe pictures of River Tana project in Kenya 3. recognize the importance of multipurpose river projects in society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * use the internet and print media to identify selected multi-purpose river projects | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 83- 84  MTP SST Grd 9 P.B Pg. 138- 140 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Conditions that led to the establishmen t of multipurpose river projects along river Tana | By the end of the lesson, the learner should be able to:   1. outline the conditions that led to the establishment of multi- purpose river projects Aswan High dam. 2. Analyze the conditions for the establishment of multipurpose river projects 3. recognize the importance of multipurpose river projects in society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * discuss the conditions that led to the establishment of multi-purpose river projects along River Tana, | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 85 MTP SST Grd 9 P.B Pg. 140- 142 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Conditions that led to the establishmen t of multipurpose river projects along river Aswan High dam | By the end of the lesson, the learner should be able to:   1. outline the conditions that led to the establishment of multi- purpose river projects Aswan High dam 2. Analyze the conditions for the establishment of multipurpose river projects 3. recognize the importance of multipurpose river projects in   society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * discuss the conditions that led to the establishment of multi-purpose river Projects Aswan high dam | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 85 MTP SST Grd 9 P.B Pg. 140- 142 | QA  Written tests Portfolio Discussion Project |  |

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| **9** | **HALF TERM** | | | | | | | | |
| **10** | **1** |  | The economic importance of multi- purpose river projects in Africa. | By the end of the lesson, the learner should be able to:   1. examine the economic importance of multipurpose river projects in Africa, 2. Draw the map of Africa and indicate the multi-purpose projects. 3. recognize the importance of multipurpose river projects in   society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * research the economic importance of multipurpose river projects in Africa write short notes and share, | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 86- 87  MTP SST Grd 9 P.B Pg. 142- 145 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** |  | Challenges facing multi- purpose river projects in Africa | By the end of the lesson, the learner should be able to:   1. List the challenges facing multi- purpose river projects in Africa. 2. assess challenges facing multi- purpose river projects in Africa, 3. recognize the importance of multipurpose river projects in society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * brainstorm on challenges facing multi-purpose river projects in Africa, * invite a resource person to share on the solutions to challenges facing multipurpose river projects. | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 87- 89  MTP SST Grd 9 P.B Pg. 145- 148 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Solutions to challenges facing multi- purpose river projects in Africa | By the end of the lesson, the learner should be able to:   1. identify the solutions to challenges facing multi- purpose river projects in Africa. 2. design solutions to challenges facing multipurpose river projects in Africa, 3. recognize the importance of   multipurpose river projects in society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * brainstorm on challenges facing multi-purpose river projects in Africa, * invite a resource person to share on the solutions to challenges facing multipurpose river projects. | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 89- 92  MTP SST Grd 9 P.B Pg. 148- 151 | QA  Written tests Portfolio Discussion Project |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Lesson Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **4** |  | Solutions to challenges facing multi- purpose river projects in Africa | By the end of the lesson, the learner should be able to:   1. identify the solutions to challenges facing multi- purpose river projects in Africa. 2. design solutions to challenges facing multipurpose river projects in Africa, 3. recognize the importance of multipurpose river projects in society. | How useful are  multi-purpose river projects in society? | Learner is guided to:   * brainstorm on challenges facing multi-purpose river projects in Africa, * invite a resource person to share on the solutions to challenges facing multipurpose river projects. | Resource persons  Map of Africa, Photographs MTP SST Grd 9 T.G. Pg. 89- 92  MTP SST Grd 9 P.B Pg. 148- 151 | QA  Written tests Portfolio Discussion Project |  |
| **11** | **1** | **Managem ent and conservati on of the environme nt** | Factors that led to the degradation of the environment in the community | By the end of the lesson, the learner should be able to:   1. List factors that lead to the degradation of the environment. 2. explore factors that lead to the degradation of the environment in the community, 3. acknowledge the importance of managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * research on factors that lead to the degradation of the environment in the community, | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 93- 95  MTP SST Grd 9 P.B Pg. 152- 154 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** |  | Factors that led to the degradation of the environment in the community | By the end of the lesson, the learner should be able to:   1. List factors that lead to the degradation of the environment. 2. explore factors that lead to the degradation of the environment in the community, 3. acknowledge the importance of managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * view video clips documentaries or pictures and write an essay on the factors that lead to the degradation of the environment, | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 93- 95  MTP SST Grd 9 P.B Pg. 152- 154 | QA  Written tests Portfolio Discussion Project |  |

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Lesson Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **3** |  | Effects of environment al degradation in society | By the end of the lesson, the learner should be able to:   1. describe the effects of environmental degradation in society, 2. Examine the effects of environmental degradation in society. 3. acknowledge the importance of managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * use print or digital resources to establish the effects of degradation of the environment, | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 96- 97  MTP SST Grd 9 P.B Pg. 155- 157 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Effects of environment al degradation in society | By the end of the lesson, the learner should be able to:   1. describe the effects of environmental degradation in society, 2. Examine the effects of environmental degradation in society. 3. acknowledge the importance of managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * use print or digital resources to establish the effects of degradation of the environment, | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 96- 97  MTP SST Grd 9 P.B Pg. 155- 157 | QA  Written tests Portfolio Discussion Project |  |
| **12** | **1** |  | Measures to manage and conserve the environment for sustainability | By the end of the lesson, the learner should be able to:   1. Highlight measures to manage and conserve the environment for sustainability. 2. design measures to manage and conserve the environment for sustainability, 3. acknowledge the importance of   managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * brainstorm on the measures to manage and conserve the environment for sustainability, | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 97- 98  MTP SST Grd 9 P.B Pg. 157- 159 | QA  Written tests Portfolio Discussion Project |  |
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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Lesson Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
|  | **2** |  | Measures to manage and conserve the environment for sustainability | By the end of the lesson, the learner should be able to:   1. Highlight measures to manage and conserve the environment for sustainability. 2. design measures to manage and conserve the environment for sustainability, 3. acknowledge the importance of managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * brainstorm on the measures to manage and conserve the environment for sustainability, | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 97- 98  MTP SST Grd 9 P.B Pg. 157- 159 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Applying creative thinking skills in managing and conserving the environment | By the end of the lesson, the learner should be able to:   1. Explain ways of managing and conserving the environment. 2. apply creative thinking skills in managing and conserving the immediate environment, 3. acknowledge the importance of managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * demonstrate tolerance, express and understand different viewpoints as they   participate in environmental conservation in the community, | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 99 MTP SST Grd 9 P.B Pg. 160- 161 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | The importance of managing and conserving the environment | By the end of the lesson, the learner should be able to:   1. explain the importance of managing and conserving the environment. 2. Make posters on managing and conserving the environment. 3. acknowledge the importance of managing and conserving the environment. | Why is it important to conserve  the degraded environment? | Learner is guided to:   * develop and display posters with messages on how to creatively manage and conserve the environment | Resource persons The immediate  environment Photographs MTP SST Grd 9 T.G. Pg. 100-101  MTP SST Grd 9 P.B Pg. 162- 164 | QA  Written tests Portfolio Discussion Project |  |

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| **Wk** | **LSN** | **strand** | **Sub-strand** | **Lesson Learning Outcomes** | **Key Inquiry**  **Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment**  **Methods** | **Refl** |
| **13** | **1** | **World Heritage sites in Africa** | Locate selected world heritage sites in Africa - • Rock-Hewn Churches | By the end of the lesson, the learner should be able to:   1. identify the selected world heritage sites in Africa, 2. Explore the importance of Rock- Hewn Churches. 3. value heritage sites in the community. | Why is it important to conserve the world  heritage sites? | Learner is guided to:   * use digital/print resources to locate the selected world heritage sites * brainstorm on the importance of the selected world sites in promoting cultural heritage, | Resource persons Maps, Photographs  MTP SST Grd 9 T.G. Pg. 102- 105  MTP SST Grd 9 P.B Pg. 165-170 | QA  Written tests Portfolio Discussion Project |  |
|  | **2** |  | Locate selected world heritage sites in Africa  -   * Vallée de Mai Nature Reserve * Serengeti   National Park | By the end of the lesson, the learner should be able to:   1. identify the selected world heritage sites in Africa, 2. Explore the importance of Vallee de Mai nature reserve and Serengeti national park. 3. value heritage sites in the community. | Why is it important to conserve the world  heritage sites? | Learner is guided to:   * use digital/print resources to locate the selected world heritage sites * brainstorm on the importance of the selected world sites in promoting cultural heritage, | Resource persons Maps, Photographs  MTP SST Grd 9 T.G. Pg. 102- 105  MTP SST Grd 9 P.B Pg. 165-170 | QA  Written tests Portfolio Discussion Project |  |
|  | **3** |  | Locate selected world heritage sites in Africa  -   * Robben   Island | By the end of the lesson, the learner should be able to:   1. identify the selected world heritage sites in Africa, 2. Explore the importance of Robben Island 3. value heritage sites in the community. | Why is it important to conserve the world  heritage sites? | Learner is guided to:   * use digital/print resources to locate the selected world heritage sites * brainstorm on the importance of the selected world sites in promoting cultural heritage, | Resource persons Maps, Photographs  MTP SST Grd 9 T.G. Pg. 102- 105  MTP SST Grd 9 P.B Pg. 165-170 | QA  Written tests Portfolio Discussion Project |  |
|  | **4** |  | Locate selected world heritage sites in Africa -   * Victoria   Falls | By the end of the lesson, the learner should be able to:   1. identify the selected world heritage sites in Africa, 2. Explore the importance of Victoria Falls. 3. value heritage sites in the community. | Why is it important to conserve the world  heritage sites? | Learner is guided to:   * use digital/print resources to locate the selected world heritage sites * brainstorm on the importance of the selected world sites in promoting cultural heritage, | Resource persons Maps, Photographs  MTP SST Grd 9 T.G. Pg. 102- 105  MTP SST Grd 9 P.B Pg. 165-170 | QA  Written tests Portfolio Discussion Project |  |
| **14** | **END TERM ONE ASSESSMENT/CLOSING** | | | | | | | | |