**WHAT 0721634274**

**GRADE 9 RATIONALIZED SOCIAL STUDIES SCHEMES OF WORK TERM 1**

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| **WK** | **LSN** | **STRAND** | **SUB-STRAND** | **LESSON LEARNING OUTCOME** | **LEARNING EXPERIENCES** | **KEY INQUIRY QUESTION** | **LEARNING RESOURCES** | **ASSESSMENT** | **REFL** |
| 1 | 1 | Social Studies and Career Development. | Pathway Choices. | By the end of the lesson, the learner should be able to:   1. Define the term career path. 2. Identify the factors to consider in selection of a pathway. 3. Discuss the factors to consider in selection of a pathway. 4. Acknowledge the factors to consider in selection of a pathway. | In groups or pairs,learners are guided to:  brainstorm the meaning of a career path.  engage a resource person or search the internet for information on factors to consider in selection of a pathway.  discuss the factors to consider in selection of a pathway | Why is it important to learn about career paths?  what is a career path? | Social Studies learner's Book.  Digital devices.  Lesson notes.  Resource person. | Oral questions.  Checklists.  Written questions.  Assessment rubrics. |  |
|  | 2 | Social Studies and Career Development. | Pathway Choices. | By the end of the lesson, the learner should be able to:   1. Identify the requirements for social sciences pathway at senior school. 2. Examine the requirements for social sciences pathway at senior school. 3. Create charts showing the social science pathway and its requirements. 4. Acknowledge the requirements for the social sciences pathway. | In groups or pairs,learners are guided to:  explain the meaning of social sciences.  identify the requirements for the social sciences pathway at senior school.  use digital devices and print materials to examine the requirements for social science pathway.  write down their findings and share in class.  collaborate in creating charts showing the social science pathway at senior school and its respective requirements. | What does the social science pathway entails?  What are the requirements for social science pathway? | Social Studies learner's book.  Digital devices.  Charts.  Lesson notes. | Assessment rubrics.  Written questions.  Oral questions.  Checklists. |  |
|  | 3 | Social Studies and Career Development. | Pathway Choices. | By the end of the lesson, the learner should be able to:   1. Identify the learning areas in the different pathways at senior school. 2. Choose a possible track within a pathway at senior school. 3. Appreciate the need for choosing a pathway in senior school. | In groups or individually or pairs,learners are guided to:  select a pathway of choice based on interest, strengths and future career goals.  choose and journal possible tracks in a given pathway for academic growth. | What should guide one in choosing a track within a pathway at senior school? | Digital devices.  Lesson notes.  Social Studies Learner's Book. | Assessment rubrics.  Personal Journals.  Checklists.  Oral questions. |  |
|  | 4 | Social Studies and Career Development. | Pathway Choices. | By the end of the lesson, the learner should be able to:   1. Create posters on pathways and their respective requirements using locally available resources. 2. Value each other's effort in creating posters on the different pathways and their requirements. | In groups or pairs,learners are guided to:  collaborate in creating posters using locally available materials on different pathways and their respective requirements.  display their posters in class and school notice board.  compose and recite poems on pathway choices. | What are the requirements for the different pathways in senior school? | Charts.  Digital devices.  Posters.  Marker pens. | Assessment rubrics.  Checklists.  Peer Assessment.  Portfolios. |  |
| 2 | 1 | Social Studies and Career Development. | Pre-Career Support Systems. | By the end of the lesson, the learner should be able to:   1. State the meaning of support systems for pre-career and other needs. 2. Identify the examples of support systems in the community. 3. Discuss the different support systems for pre-career and other needs. 4. Acknowledge the need for support systems in the community. | In groups or pairs,learners are guided to:  use digital or printed materials to search for the meaning and examples of support systems in the community.  discuss the different support systems for pre-career and their effective uses: psychosocial, social, mentorship, spiritual and career. | Which support systems do a learner need for pre-career and other needs? | Social Studies learner's book.  Lesson notes.  Digital devices. | Assessment rubrics.  Oral questions.  Written questions. |  |
|  | 2 | Social Studies and Career Development. | Pre-Career Support Systems. | By the end of the lesson, the learner should be able to:   1. Identify the challenges arising from the existing support systems for pre-career and other needs. 2. Analyze challenges arising from existing support systems for pre-career and other needs. 3. Acknowledge the challenges arising from existing support systems for pre-career and other needs. | In groups or pairs,learners are guided to:  brainstorm on the challenges arising from involvement in existing pre-career support systems.  use digital or print resources search for information on the challenges arising from existing support systems for pre-career and other needs.  discuss the challenges arising from existing support systems for pre-career and other needs. | What are the challenges arising from existing support systems for pre-career and other needs? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices. | Assessment rubrics.  Written questions.  Oral questions.  Checklists.  Oral presentations. |  |
|  | 3 | Social Studies and Career Development. | Pre-Career Support Systems. | By the end of the lesson, the learner should be able to:   1. Outline the solutions to challenges arising from the existing pre-career support systems. 2. Search the internet for solutions to challenges arising from existing pre-career support systems. 3. Appreciate the solutions to the challenges arising from existing pre-career support systems. | In groups or pairs,learners are guided to:  brainstorm and present some of the solutions to the challenges arising from the existing pre-career support systems.  use digital and print resources to search for solutions to challenges arising from the existing pre-career support systems  discuss the solutions to challenges arising from the existing pre-career support systems and present. | How can the challenges arising from existing pre-career support systems be solved? | Social Studies learner's book.  Lesson notes.  Digital devices. | Assessment rubrics.  Oral questions.  Written questions. |  |
|  | 4 | Social Studies and Career Development. | Pre-Career Support Systems. | By the end of the lesson,the learner should be able to:   1. State the meaning of pre-career mapping for individual growth. 2. Explain the significance of pre-career mapping for individual growth. 3. Search the internet for information on significance of pre-career mapping for individual growth. 4. Acknowledge the need for pre-career mapping for individual growth. | In groups or pairs,learners are guided to:  explain the meaning of pre-career mapping for individual growth.  use digital resources or engage a resource person to find information on the significance of pre-career mapping for individual growth.  discuss the significance of pre-career mapping for individual growth. | Why is pre-career mapping important for individual growth? | Lesson notes.  Digital resources.  Resource person.  Social Studies learner's book.  Teacher's Guide. | Assessment rubrics.  Checklists.  Oral discussions.  Written questions.  Oral questions. |  |
| 3 | 1 | Social Studies and Career Development. | Pre-Career Support Systems. | By the end of the lesson,the learner should be able to:   1. State the value of the pre-career support systems. 2. Search the internet for information on the value of the pre-career support systems. 3. Appreciate the value of pre-career support systems. | In groups or pairs,learners are guided to:  brainstorm on the value of pre-career support systems and present.  use print or digital resources for information on the value of pre-career support systems.  discuss the value of pre-career support systems.  compose and recite poems highlighting the value of pre-career support systems. | Why is pre-career support system important in the society? | Digital devices.  Poems.  Lesson notes.  Social Studies learner's book. | Assessment rubrics.  Checklists.  Oral presentation.  Written questions.  Oral questions. |  |
|  | 2 | Community Service Learning. | Community Service Learning Project. | By the end of the lesson,the learner should be able to:   1. Identify a problem in the community that needs attention. 2. Discuss the identified problem in the community that needs attention. 3. Acknowledge the problems in the community that requires attention. | In groups or pairs,learners are guided to:  brainstorm and identify problems/gaps in their school,class and community that needs attention.  discuss their identified problems and adapt one identified problem for class/group project.  collaborate in stating the title of the project.  authenticate the problem/gram and write down the statement of the problem. | What problems or gaps are within your community,class or school? | Social Studies Learner's Book.  Digital devices.  Project books. | Assessment rubrics.  Oral questions.  Class project. |  |
|  | 3 | Community Service Learning | Community Service Learning Project. | By the end of the lesson,the learner should be able to:   1. Design a solution to the identified problem. 2. Discuss the appropriate solution to the identified problem. 3. Value and respect each other's proposed solutions to the identified problem. | In groups,learners are guided to:  collaborate in brainstorming on the appropriate solutions to the identified problem.  note down their solutions.  discuss and agree on an appropriate solution/way forward to address the identified problem.  note down the recommended/proposed solution to the identified problem. | What factors should one consider when designing a solution to an identified problem? | Social Studies Learner's Book.  Digital devices.  Project books. | Assessment rubrics.  Class project.  Checklists.  Oral questions and discussion. |  |
|  | 4 | Community Service Learning | Community Service Learning Project. | By the end of the lesson,the learner should be able to:   1. Outline a plan to solve the identified problem in the community/school/class. 2. Discuss the plan for implementing the proposed solution to the identified problem. 3. Appreciate teamwork in addressing the identified community problems. | In groups,learners are guided to:  collaborate in outlining the plan for solving the identified problem in the community.  discuss the plan for implementing the proposed solution and note it down.  present their plans in class for assessment. | Why is a plan important in solving an identified problem ? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices. | Assessment rubrics.  Class project.  Checklists.  Oral presentation.  Oral discussion. |  |
| 4 | 1 | Community Service Learning | Community Service Learning Project. | By the end of the lesson,the learner should be able to;   1. Identify the factors to consider when implenting a plan to solve an identified problem. 2. Implement the plan to solve the identified problem in the community. 3. Appreciate teamwork in implementing a plan to solve the identified problem in the community. | In groups,learners are guided to:  discuss briefly the factors to consider while implementing the plan to an identified problem.  collaborate in implementing the plan prudently to address the identified problem in the community.  use digital devices to record as they implement the plan in solving the identified problem. | What does one consider while implementing a project? | Environment.  Working tools and resources.  Digital devices. | Checklists.  Observation schedule  Assessment rubrics.  Class project. |  |
|  | 2 | Community Service Learning. | Community Service Learning Project. | By the end of the lesson,the learner should be able to:   1. Write a report on the concluded project. 2. Present the report on the concluded project. 3. Acknowledge the importance of community service learning | In groups,learners are guided to:  discuss briefly the importance of reflection on a project.  reflect on the concluded project and then write a summary report on the project.  submit the report to the CSL teacher.  reflect on the whole process and the lessons learnt in the concluded work and present in class. | Why is reflection important in a project? | Social Studies Learner's books.  Project books.  Digital devices.  Pictures and clips on the concluded project. | Report writing.  oral presentation.  Assessment rubric..  Checklists. |  |
|  | 3 | People and Relationships. | Socio-Economic Practices of Early Humans. | By the end of the lesson,the learner should be able to:   1. Outline the socio-economic practices of the early humans in Africa during the early Stone age period. 2. Describe the social economic practices of the early humans in Africa during the early Stone age period. 3. Use digital resources to search for information on social economic practices of the early humans in Africa during the early stone age period. 4. Recognize the socio-economic practices of early man. | In groups or pairs,learners are guided to:  brainstorm and present why the period of the early man is referred to as stone age.  interact with digital resources or print media as they research the socio-economic practices of early humans in Africa during the early stone age period.  note down their findings.  discuss the socio-economic practices of the early man in Africa during the early stone age period. | What were the socio-economic practices of early humans during the early stone age period? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices.  Charts. | Assessment rubrics.  Checklists.  Oral questions.  Written questions. |  |
|  | 4 | People and Relationships. | Socio-Economic Practices of Early Humans. | By the end of the lesson,the learner should be able to:   1. Outline the socio-economic practices of early humans in Africa during the middle stone age period. 2. Discuss the socio-economic practices of early humans in Africa during the middle stone age period. 3. Search the internet or print resources for socio-economic practices of early humans in Africa during the middle stone age period. 4. Appreciate the socio-economic practices of early man in the middle stone age period. | In groups or pairs,learners are guided to:  use digital or print resources to search for information on the socio-economic practices of early humans in Africa during the middle stone age period.  write down their findings.  discuss the socio-economic practices of early humans in Africa during the middle stone age period.  prepare charts showing the socio-economic practices of early man during the middle stone age period. | What were the socio-economic practices of early humans in the middle stone age period? | Social Studies Learner's Textbooks.  Lesson notes.  Charts and Marker pens.  Digital devices. | Assessment rubrics.  Checklists.  Oral discussion.  Oral questions.  Written questions. |  |
| 5 | 1 | People and Relationships. | Socio-Economic Practices of Early Humans. | By the end of the lesson,the learner should be able to:   1. Identify the socio-economic practices of the early humans in Africa during the late stone age period. 2. Discuss the socio-economic practices of the early humans in Africa during the late stone age period. 3. Search the internet or print media for socio-economic practices of the early humans in Africa during the late stone age period. 4. Appreciate the socio-economic practices of early humans during the late stone age period. | In groups or pairs,learners are guided to:  use digital or print resources to search for information on the socio-economic practices of early man in Africa during the late stone age period.  write down their findings.  discuss the socio-economic practices of the early humans during the late stone age period. | What were the socio-economic practices of the early man during the late stone age period? | Social Studies Learner's Textbook.  Lesson notes.  Charts.  Digital resources. | Assessment rubrics.  Checklists.  Oral discussions.  Written questions. |  |
|  | 2 | People and Relationships. | Socio-Economic Practices of Early Humans. | By the end of the lesson,the learner should be able to:   1. Identify the different types of tools used by early humans during the stone age period. 2. Discuss the uses of the tools used by early humans during the stone age period. 3. Use digital resources to view the various types of tools used by early humans during the stone age period. 4. Appreciate the different types of tools used by early humans during the stone age period. | In groups or pairs,learners are guided to:  use digital devices to search and watch clips on the various types of tools used by early humans during the stone age period.  discuss the various types of tools used by early humans during the stone age period and their respective uses.  prepare charts showing the tools used during the stone age period and their uses. | Which tools were used during the stone age period? | Video clips.  Digital devices.  Lesson notes.  Social Studies Learner's Book.  Pictures. | Assessment rubrics.  Checklists.  Written questions.  Oral discussion.  Oral questions. |  |
|  | 3 | People and Relationships. | Socio-Economic Practices of Early Humans. | By the end of the lesson,the learner should be able to:   1. Identify the tools used by early humans during the early, middle and late stone age period. 2. Draw the tools used by early humans during the stone age period. 3. Enjoy drawing the tools used by early humans during the stone age period. | In groups,pairs or individually,learners are guided to:  identify the tools used during the early, middle and late stone age period.  illustrate the tools used by early humans during the early, middle and late stone age period by drawing on charts.  display their drawings in class for assessment and feedback. | What were the uses of the different tools used during the stone age period? | Video clips.  Pictures.  Social Studies Learner's Books.  Digital resources.  Charts/Manillas.  Pencils and erasers. | Assessment rubrics.  Drawing.  Checklists.  Peer Assessment.  Oral questions.  observation. |  |
|  | 4 | People and Relationships. | Social Economic Practices of Early Humans. | By the end of the lesson,the learner should be able to:   1. State the relevance of socio-economic practices of early humans to the modern society. 2. Discuss the relevance of socio-economic practices of early humans to the modern society. 3. Search the internet for information on relevance of socio-economic practices of early humans to the modern society. 4. Acknowledge the impact of the socio-economic practices of early humans to the modern society. | In groups or pairs,learners are guided to:  brainstorm on the relevance of socio-economic practices of early humans to the modern society.  use digital devices to search for information on the relevance of socio-economic practices of early humans to the modern society.  discuss or debate the relevance of socio-economic practices of early humans to the modern society. | How do socio-economic practices of early humans impact the modern society? | Lesson notes.  Digital devices.  Social Studies Learner's Textbook. | Assessment rubrics.  oral discussion.  Oral presentation.  Written questions.  Oral questions.  Checklists. |  |
| 6 | 1 | People and Relationships. | Socio-Economic Practices of Early Humans. | By the end of the lesson,the learner should be able to:   1. State reasons why Africa is regarded as the birthplace of human technology. 2. Search the internet for information on why Africa is regarded as the birthplace of human technology. 3. Acknowledge the reasons why Africa is regarded as the birthplace of human technology. | In groups or pairs,learners are guided to:  brainstorm and present on some of the reasons why Africa is regarded as the birthplace of human technology.  engage a resource person to discuss reasons why Africa is regarded as the birthplace of human technology.  use digital devices to search for information on why Africa is regarded as the birthplace of human technology.  discuss and present their findings. | Why is Africa regarded as the birthplace of human technology? | Digital devices.  Lesson notes.  Social Studies Learner's Textbook.  Resource person. | Assessment rubrics.  Checklists.  Oral questions.  Oral discussion. |  |
|  | 2 | People and Relationships. | Indigenous Knowledge Systems in African Societies. | By the end of the lesson,the learner should be able to:   1. State the meaning of indigenous knowledge system in African societies. 2. Identify the types of indigenous knowledge systems in African societies for self identity. 3. Explain how agriculture and medicine as indigenous knowledge systems were used for sustainability of life. 4. Appreciate agriculture and medicine as indigenous knowledge systems in the society. | In groups or pairs,learners are guided to:  explain the term indigenous knowledge system in African societies.  brainstorm on the various types of indigenous knowledge systems in African societies.  use digital or print resources to research how agriculture and medicine as indigenous knowledge systems were used in traditional African society.  discuss how the indigenous knowledge systems (Agriculture and Medicine) were used for sustainability of life. | What is indigenous knowledge systems in African societies?  What were the types of indigenous knowledge systems in African societies? | Lesson notes.  Digital devices.  Social Studies learner's textbook. | Checklists.  Assessment rubrics.  Written questions.  Oral discussion.  oral questions. |  |
|  | 3 | People and Relationships. | Indigenous Knowledge Systems in African Societies. | By the end of the lesson,the learner should be able to:   1. Outline how climate and technology as indigenous knowledge system were used for the sustainability of life in African communities. 2. Explain how climate and technology were used for the sustainability of life. 3. Search for information on the climate and technology as indigenous knowledge systems in African societies. 4. Appreciate climate and technology as indigenous knowledge systems in the society. | In groups or pairs,learners are guided to:  use print or digital resources to research on how climate and technology as indigenous knowledge system were used for the sustainability of life.  note down their findings.  discuss how climate and technology were used for the sustainability of life. | How did climate and technology used for sustainability of life in African societies? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices. | Assessment rubrics.  Checklists.  Oral discussions.  Oral questions.  Written questions. |  |
|  | 4 | People and Relationships. | Indigenous Knowledge Systems in African Societies. | By the end of the lesson,the learner should be able to:   1. State how education and environmental conservation as indigenous knowledge systems were used for the sustainability of life. 2. Discuss how education and environmental conservation as indigenous knowledge systems were used in traditional African society. 3. Appreciate education and environmental conservation as indigenous knowledge systems. | In groups or pairs,learners are guided to:  use print or digital resources to research how education and environmental conservation were used in traditional African society as indigenous knowledge system.  write down their findings.  discuss how education and environmental conservation as indigenous knowledge system were used in traditional African society for the sustainability of life. | How was education and environmental conservation used as indigenous knowledge system in African societies? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices. | Assessment rubrics.  Oral questions.  Written questions.  Oral discussions. |  |
| 7 | 1 | People and Relationships. | Indigenous Knowledge Systems in African Societies. | By the end of the lesson,the learner should be able to:   1. State how astronomy was used in traditional African society as an indigenous knowledge system. 2. Search for information on internet or print resources on how astronomy was used in African society as an indigenous knowledge system. 3. Appreciate astronomy as an indigenous knowledge system in the society. | In groups or pairs,learners are guided to:  use print or digital resources to research how astronomy was used in the traditional African Society.  discuss how astronomy was used in traditional African society as an indigenous knowledge system.  present their findings in class. | How was astronomy used in traditional African society as an indigenous knowledge system? | Social Studies learner's textbook.  Lesson notes.  Digital devices. | Assessment rubrics.  Checklists.  Written questions.  Oral discussion.  Oral questions. |  |
|  | 2 | People and Relationships. | Indigenous Knowledge Systems in African Societies. | By the end of the lesson,the learner should be able to:   1. Outline how religion was used in African society as an indigenous knowledge system. 2. Explain how religion was used in traditional African society as an indigenous knowledge system. 3. Appreciate religion as one of the indigenous knowledge system in the society. | In groups or pairs, learners are guided to:  use digital or print resources to research how religion was used in African societies as an indigenous knowledge system.  discuss how religion was used in African societies as an indigenous knowledge system.  present their findings in class. | How was religion used in African society as an indigenous knowledge system? | Lesson notes.  Digital devices.  Social Studies Learner's Textbook. | Assessment rubrics.  Checklists.  Oral discussion.  Written questions. |  |
|  | 3 | People and Relationships. | Indigenous Knowledge Systems in African Societies. | By the end of the lesson,the learner should be able to:   1. State how arts was used in traditional African society as an indigenous knowledge system. 2. Explain how arts was used in traditional African society as an indigenous knowledge system. 3. Appreciate art as an indigenous knowledge system. | In groups or pairs,learners are guided to:  use print or digital resources to research how arts was used in traditional African society as an indigenous knowledge system.  discuss how arts was used in traditional African society as an indigenous knowledge system.  present their findings in class. | How was arts used in traditional African society as an indigenous knowledge systems? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices. | Assessment rubrics.  Checklists.  Oral questions.  Written questions. |  |
|  | 4 | People and Relationships. | Indigenous Knowledge Systems in African Societies. | By the end of the lesson,the learner should be able to:   1. Outline ways of using indigenous and modern knowledge systems for effective decision making. 2. Use indigenous and modern knowledge systems for effective decision making in life. 3. Acknowledge the importance of combining indigenous and modern knowledge systems for effective decision making in life. | In groups or pairs,learners are guided to:  devise ways of using indigenous and modern knowledge systems for effective decision making and present in class.  use digital devices to search for information on how we can integrate indigenous and modern knowledge systems for effective decision making in life.  discuss ways of combining indigenous and modern knowledge systems for effective decision making in life.  debate on how indigenous knowledge systems is applied in various fields in Africa. | How does indigenous knowledge influence the modern society? | Lesson notes.  Digital devices.  Social Studies Learner's Textbook. | Assessment rubrics.  Checklists.  Oral questions  Oral discussion.  Written questions. |  |
| 8 | **MID-TERM** | | | | | | | | |
| 9 | 1 | People and Relationships. | Poverty Reduction. | By the end of the lesson,the learner should be able to;   1. Define the term poverty. 2. Identify the causes of poverty in Africa. 3. Discuss the causes of poverty in Africa. 4. Search the internet for information on causes of poverty in Africa. 5. Acknowledge the causes of poverty in Africa. | In groups or pairs,learners are guided to:  brainstorm on the meaning of poverty and present in class.  use digital or print resources to search for information on the causes of poverty in Africa.  note down their findings.  identify and explain the causes of poverty in Africa.  present their findings in class. | What is poverty?  What are the causes of poverty in Africa? | Lesson notes.  Social Studies Learner's Textbook.  Digital devices. | Assessment rubrics.  Written questions.  Oral questions.  Checklists. |  |
|  | 2 | People and Relationships. | Poverty Reduction. | By the end of the lesson,the learner should be able to:   1. Outline the effects of overexploitation of natural resources on poverty in Africa. 2. Examine the effects of overexploitation of natural resources on poverty in Africa. 3. Acknowledge the effects of overexploitation of natural resources on poverty in Africa. | In groups,learners are guided to:  brainstorm and present on the meaning of overexploitation of natural resources.  use digital or print resources to search for information on the effects of overexploitation of natural resources on poverty in Kenya.  discuss the effects of overexploitation of natural resources on poverty in Africa and present in class. | What are the effects of overexploitation of natural resources on poverty in Africa? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices. | Assessment rubrics.  Written questions.  Oral discussion.  Oral questions.  Checklists. |  |
|  | 3 | People and Relationships. | Poverty Reduction. | By the end of the lesson,the learner should be able to:   1. State ways that can be used to reduce poverty in Africa. 2. Discuss ways/measures that can be used to reduce poverty in Africa. 3. Search the internet for information on ways/measures of reducing poverty in Africa. 4. Appreciate the different measures that can be used to reduce poverty in Africa. | In groups,learners are guided to:  brainstorm and present on ways/measures that can be taken to reduce poverty in Africa.  use digital or print resources to search for information on ways/measures/solutions to reduce poverty in Africa.  discuss the measures that can be taken by African governments to reduce poverty. | What are the measures taken by African governments to reduce poverty? | Social Studies Learner's Textbook.  Digital devices.  Lesson notes. | Assessment rubrics.  Written questions.  Oral questions.  Checklists.  Oral discussion. |  |
|  | 4 | People and Relationships. | Poverty Reductions. | By the end of the lesson,the learner should be able to:   1. Use digital devices to search for documentaries or video clips on solutions to poverty reduction in Africa. 2. Write a report on the solutions to poverty reduction in Africa. 3. Recognize the solutions to poverty reduction in Africa. | In groups,learners are guided to:  use digital devices to search and watch documentaries/video clips on solutions to poverty reduction in Africa.  collaborate in identifying the solution to poverty reduction in Africa from the documentary or video clip.  collaborate in writing a report on the solutions to poverty reduction in Africa from the watched documentary.  present their report. | What are the suggested solutions to poverty in Africa? | Digital devices.  Documentaries on YouTube.  Internet. | Observation.  Assessment rubrics.  Report writing.  Oral presentation. |  |
| 10 | 1 | People and Relationships. | Poverty Reduction. | By the end of the lesson,the learner should be able to:   1. Identify ways to demonstrate problem solving skills to reduce poverty within their community. 2. Illustrate problem solving skills to reduce poverty in the community. 3. Apply creative thinking skills to reduce poverty in the society. | In groups, learners are guided to;  identify and describe ways in which they can demonstrate problem solving skills to reduce poverty within their society.  collaborate in illustrating problem solving skills to reduce poverty in the community.  present their ideas in class for assessment and feedback. | How can you apply creative thinking skills to reduce poverty in your society? | Social studies Learner's books.  project books. | Project.  Assessment rubrics.  Observation schedule.  Peer Assessment. |  |
|  | 2 | People and Relationships. | Poverty Reduction. | By the end of the lesson,the learner should be able to:   1. Identify the ways to promote sustainable use of resources in the community. 2. Discuss the ways to promote sustainable use of resources in the community. 3. Create posters on sustainable use of resources in the community. 4. Desire to apply the ways on promoting sustainable use of resources in the community. | In groups or pairs, learners are guided to:  state the meaning of sustainable use of resources.  identify and discuss the ways that can be used to promote sustainable use of resources in the community.  create posters on sustainable use of resources in the community.  compose songs or poems on sustainable use of resources in community and then sing or recite them. | How does prudent utilisation of resources help to reduce poverty in the society? | Digital devices.  Posters.  Lesson notes.  Social Studies Learners Textbook.  Songs or poems. | Assessment rubrics.  Checklists.  Oral questions.  Written questions. |  |
|  | 3 | People and Relationships. | Population Structure. | By the end of the lesson,the learner should be able to;   1. Define the term population data in a country. 2. Identify the key components of population data in a country. 3. Search the internet for information on the key components of population data in a country. 4. Acknowledge the key components of population data in a country. | In groups,learners are guided to;  state the meaning of population data in a country.  use digital resources to search for information on the key components of population data in a country.  identify and discuss the key components of the population data in a country. | What is population data of a country?  What are the components of population data in a country? | Social Studies Learner's Textbook  Lesson notes.  Digital devices.  Posters. | Written questions.  Assessment rubrics.  Written questions.  Oral discussion. |  |
|  | 4 | People and Relationships. | Population Structure. | By the end of the lesson,the learner should be able to:   1. Identify the sources of population data in a country. 2. Discuss the sources of population data in a country. 3. Search the internet or print media for information on the sources of population data in a country. 4. Acknowledge the different sources of population data in a country. | In groups or pairs,learners are guided to:  brainstorm and present on sources of population data in a country.  use digital or print media resources to search for information on sources of population data in a country.  identify and discuss the sources of population data in a country.  create posters/charts showing the different sources of population data in a country. | What are the sources of population data in a country? | Social Studies Learner's Textbook  Digital devices.  Lesson notes.  posters/charts. | Assessment rubrics.  Written questions  oral questions  Checklists. |  |
| 11 | 1 | People and Relationships. | Population Structure. | By the end of the lesson,the learner should be able to:   1. Identify the factors that determine population structure in Kenya. 2. Discuss the factors that determine the population structure in Kenya. 3. Search the internet or textbook for information on factors determining population structure in Kenya. 4. Acknowledge the factors determining the population structure of Kenya. | In groups,learners are guided to;  describe the population structure of Kenya.  use digital or print resources to identify the factors determining population structure in Kenya.  explain the factors that determine population structure in Kenya  prepare posters showing the factors determining population structure in Kenya. | What factors determine the population structure in Kenya? | Social Studies Learner's Textbook.  Digital devices.  Posters.  Lesson notes. | Assessment rubrics.  Checklists.  Oral questions.  Oral discussion.  Written questions. |  |
|  | 2 | People and Relationships. | Population Structure. | By the end of the lesson,the learner should be able to:   1. Identify the factors determining population structure in Germany. 2. Explain the factors determining population structure in Germany. 3. Search the internet or textbook for information on factors determining population structure in Germany. 4. Acknowledge the factors determining population structure in Germany. | In groups or pairs,learners are guided to:  use digital or print resources to search for information on factors determining population structure in Germany.  discuss the factors determining population structure in Germany.  create posters or charts showing the factors determining population structure in Germany. | What factors determine the population structure in Germany? | Lesson notes.  Digital devices.  Social Studies Learner's Textbooks.  Posters/charts. | Assessment rubrics.  Written questions.  Checklists  Oral questions |  |
|  | 3 | People and Relationships. | Population Structure. | By the end of the lesson,the learner should be able to:   1. Identify the characteristics of age-sex population pyramids of developing and developed countries. 2. Construct age-sex population pyramids of the developed and developing countries. 3. Enjoy constructing age-sex population pyramids of developing and developed countries. | In groups or pairs, learners are guided to:  study age-sex population pyramids of developing and developed countries.  identify the characteristics of the age-sex population pyramids of the developed and developing countries.  draw the age-sex population pyramids of developing and developed countries in books and charts  display their drawn age-sex population pyramids. | What are the distinctive characteristics of the age-sex population pyramids of developing and developed countries? | Social Studies Learners Textbook.  Pictures.  Charts.  Lesson notes.  Pencils.  Digital devices. | Assessment rubrics.  Written questions.  Drawing of age-sex population pyramids.  Checklists.  Observation schedule. |  |
|  | 4 | People and Relationships. | Population Structure. | By the end of the lesson,the learner should be able to:   1. Outline the significance of population structure in the distribution of natural resources in a society. 2. Discuss the significance of population structure in distribution of natural resources in a society. 3. Acknowledge the importance of population structure in distribution of natural resources in a society. | In groups,learners are guided to:  brainstorm and enumerate the significance of population structure in the distribution of national resources in a society.  use digital or print resources to search for information on significance of population structure in the distribution of natural resources in a society.  discuss the importance of population structure in the distribution of natural resources in the society. | Why is the population structure of a country important? | Social Studies Learner's Textbook.  Lesson notes.  Digital devices.  Posters. | Assessment rubrics.  Checklists.  Written questions.  Oral questions. |  |
| 12 | 1 | People and Relationships. | Population Structure. | By the end of the lesson, the learner should be able to:   1. Identify the differences in population structure between developed and developing countries. 2. Prepare posters/charts showing the differences in population structure between developed and developing countries. 3. Appreciate the differences in population structure between developed and developing countries. | In groups or pairs,learners are guided to:  collaborate in identifying the differences in population structure between developed and developing countries.  compose and display messages on differences in population structure of developed and developing countries for sustainable development. | What are the differences in population structure of developing and developed countries for sustainable development? | Social Studies Learner's Textbook.  Lesson notes.  Charts/Posters.  Digital devices. | Assessment rubrics.  Portfolios.  Peers Assessment.  Written questions.  Oral presentation. |  |
|  | 2-4 | **REVISION** | | | | | | | |
| 13 | **END OF TERM ASSESSMENT & CLOSURE OF SCHOOL** | | | | | | | | |