

DOYEN PUBLISHERS SCHEMES OF WORK TERM II 2025 GRADE 9 SOCIAL STUDIES

Wk	LS	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: a) determine the significance of population structure in the distribution of national resources in a society b) Make posters on the differences in population structure in developed and developing countries. c) 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: a) explain types of peace for sustainable social interactions, b) Analyze personal peace in the society. c) 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	

				T			, , ,	<u></u> 7
	3	Cultura	By the end of the lesson, the learner should be able to: a) List the types of peace for sustainable social interactions, b) Analyze cultural peace in the society. c) 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	Barrier conflic resolut in daily	learner should be able to: a) identify barriers to	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 emotion promote peace in communication in the communication is a second communication of the communication in the communication is a second communication of the communication of the communication is a second communication of the communication o	ng learner should be able to: a) Define the term emotions. b) explore ways of managing emotions in	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	

2	Ways of managing emotions to promote peace in the community	By the end of the lesson, the learner should be able to: a) Define the term emotions. b) explore ways of managing emotions in the promotion of peace in the community, c) 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: a) List scenarios on emotional intelligence for peaceful conflict resolutions in the community. b) apply emotional intelligence for peaceful conflict resolutions in the community, c) 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: a) List scenarios on emotional intelligence for peaceful conflict resolutions in the community. b) apply emotional intelligence for peaceful conflict resolutions in the community, c) 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	
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: a) List the peace initiatives in the society b) Compose a song or poems on peace. c) 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: a) explain ways of sustaining healthy relationships in the community, b) Practice healthy relationships in the society. c) 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: a) List the barriers to harmonious relationships b) explore barriers to harmonious relationships, c) 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
4		Strategies to overcome barriers to healthy relationships	learner should be able to: a) Give the strategies to overcome barriers to	How can we promote healthy relationships in the community?	• use digital or print resources to research strategies to overcome barriers to healthy	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	Topographic	By the end of the lesson, the	Why are	Learner is guided to:	Resource	QA	
		AND	al maps	learner should be able to:	topographical	• brainstorm human	persons	Written	$\overline{}$
		HISTORIC		a) name human	maps	activities that may be	Selected	tests	
		BUILT		activities on	important?	represented on a	resources	Portfolio	
		ENVIRON		topographical maps,		topographical map,	Manila	Discussion	
		MENTS		b) Observe			paper	Project	
				pictures of			MTP SST Grd 9 T.G.		
				topographical			Pg. 60- 61		
				maps.			MTP SST Grd 9 P.B		
				c) appreciate the			Pg. 105- 107		
				representation of human			Smart Minds SST Grd		
				activities on			9		
				topographical maps.			T.G. Pg. 70-73		
				top ogrupmom maps.			Smart Minds SST Grd		
							9 P.B Pg. 108-111		
	2		Topographic	By the end of the lesson, the	Why are	Learner is guided to:	Resource	QA	
			al maps	learner should be able to:	topographical	• brainstorm human	persons	Written	
			•	a) List human	maps	activities that may be	Selected	tests	
				activities on	important?	represented on a	resources	Portfolio	
				topographical	•	topographical map,	Manila	Discussion	
				maps,			paper	Project	
				b) Observe			MTP SST Grd 9 T.G.	3	
				pictures of			Pg. 60- 61		
				topographical			MTP SST Grd 9 P.B		
				maps.			Pg. 105- 107		
				c) appreciate the					
				representation of human					
				activities on					
				topographical maps.					

	3	Human activities of topographic l maps	By the end of the lesson, the learner should be able to: a a) describe human activities on topographical maps, b) represent human activities on topographical maps c) appreciate the representation of human activities on topographical maps.	Why are topographical maps important?	Learner is guided to: l• 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 topographic 1 maps	By the end of the lesson, the learner should be able to:	Why are topographical maps important?	Learner is guided to: I • 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 topographical map	a) describe how to enlarge	Why are topographical maps important?	Learner is guided to: l• 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

2	a r p to	Enlarging and reducing parts of copographica map	By the end of the lesson, the learner should be able to: a) describe how to enlarge and reduce topographical maps b) Enlarge and reduce topographical maps c) appreciate the representation of human activities on topographical maps.	topographical	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	c s f	Cllustrating cross-sections from copographica maps	By the end of the lesson, the learner should be able to: a) Give the human activities shown on topographical maps b) illustrate cross-sections from topographical maps, c) appreciate the representation of human activities on topographical maps.	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	c s f	Illustrating cross- sections from copographica maps	By the end of the lesson, the learner should be able to: a) Give the human activities shown on topographical maps b) illustrate cross-sections from topographical maps, c) appreciate the representation of human activities on	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

				topographical maps.					
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: a) explore the types and causes of earth movements in the environment, b) Illustrate the formation of Rift valley c) 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: a) explore the types and causes of earth movements in the environment, b) Illustrate the formation of Block c) 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: a) explore the types and causes of earth movements in the environment, b) Illustrate the formation of faults c) 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

	4	Theories of continental drift in the formation of continents	By the end of the lesson, the learner should be able to: a) explain the theories of continental drift in the formation of continents, b) Analyze the theory of continental drift in the formation of continents. c) recognize internal land forming processes in shaping the landscape and their influence on	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	human activities. By the end of the lesson, the learner should be able to: a) explain the theories of plate tectonic in the formation of continents, b) Analyze the theory of plate tectonic in the formation of continents. c) 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	By the end of the lesson, the	How do	Learner is guided to:	Resource	QA /
	of features	learner should be able to:	landforms	view video	persons	Written
	due to	a) Explain the process of	influence	clips/documentaries on the	Selected	tests
	faulting in	faulting in the	human	processes of faulting in the	resources	Portfolio
	the	environment.	activities?	environment.	Manila paper	Discussion
	environment	b) illustrate the formation		 draw a sketch 	MTP SST Grd 9 T.G.	Project
		of selected features due		illustrating the formation	Pg. 72- 76	
		to faulting in the		of selected features in the	MTP SST Grd 9 P.B	
		environment,		environment and display	Pg. 126- 131	
		c) recognize internal land		for peer assessment,		
		forming processes in				
		shaping				
		the landscape and their				
		influence on human				
		activities.				
3	Formation	By the end of the lesson, the	How do	Learner is guided to:	Resource	QA
	of features	learner should be able to:	landforms	 use an atlas to locate 	persons	Written
	due to	a) Explain the process of	influence	features formed as a	Selected	tests
	faulting in	faulting in the	human	result of the faulting	resources	Portfolio
	the	environment.	activities?	process,	Manila paper	Discussion
	environment	b) Use atlas to locate			MTP SST Grd 9 T.G.	Project
		features formed as a			Pg. 72- 76	
		result of faulting process.			MTP SST Grd 9 P.B	
		c) recognize internal land			Pg. 126- 131	
		forming processes in				
		shaping the landscape				
		and their influence on				
		human activities.				

	4		Effects of	By the end of the lesson, the	How do	Learner is guided to:	Resource	QA	
			faulting	learner should be able to:	landforms	 carry out mapping on 	persons	Written	
			on human	a) explain the effects of	influence	the significance of	Selected	tests	
			activities	faulting on human	human	faulting to human life and	resources	Portfolio	
				activities,	activities?	activities,	Manila paper	Discussion	
				b) Create posters on		 develop posters to create 	MTP SST Grd 9 T.G.	Project	
				awareness of disasters		awareness of disasters	Pg. 76- 82		
				relating to faulting.		relating to faulting,	MTP SST Grd 9 P.B		
				c) recognize internal land		 create communication 	Pg. 131- 137		
				forming processes in		messages to create			
				shaping the landscape		awareness on effects of			
				and their influence on		faulting to safety of road			
				human activities.		users and present in class,			
						• brainstorm and share in			
						class the significance of			
						faulting in human activities.			
8	1	Multi-	Selected	By the end of the lesson, the	How	Learner is guided to:	Resource persons	QA	
		purpose	multipurpose	learner should be able to:	useful	• use the internet and print	Map of Africa,	Written	
		River	1 0	, ,	are	media to identify selected	Photographs MTP SST	tests	
		Projects	- River Tana	multipurpose river	multi-	multi-purpose river projects	Grd 9 T.G. Pg. 83- 84	Portfolio	
		in Africa	Projects in	projects on a map of	purpose		MTP SST Grd 9 P.B	Discussion	
			Kenya	Africa,	river		Pg. 138- 140	Project	
				b) Observe pictures of River	projects in				
				Tana project in Kenya	society?				
				c) recognize the importance					
				of multipurpose river					
				projects in					
				society.					

2	Selected	By the end of the lesson, the	How	Learner is guided to:	Resource persons	QA	11te
	multipurpose	learner should be able to:	useful	 use the internet and print 	Map of Africa,	Written	
	river projects	a) identify selected	are	media to identify selected	Photographs MTP SST	tests	
	- Aswan	multipurpose river	multi-	multi-purpose river projects	Grd 9 T.G. Pg. 83- 84	Portfolio	
	High Dam	projects on a map of	purpose		MTP SST Grd 9 P.B	Discussion	
	in Egypt	Africa,	river		Pg. 138- 140	Project	
		b) Observe pictures of River	projects in				
		Tana project in Kenya	society?				
		c) recognize the importance					
		of multipurpose river					
		projects in society.					
3	Conditions	By the end of the	How	Learner is guided to:	Resource persons	QA	
	that led to	lesson, the learner	useful	• discuss the conditions that	Map of Africa,	Written	
	the	should be able to:	are	led to the establishment of	Photographs MTP SST	tests	
	establishmen	a) outline the conditions that	multi-	multi-purpose river projects	Grd 9 T.G. Pg. 85 MTP		
	t of	led to the establishment	purpose	along River Tana,	SST Grd 9 P.B Pg. 140-	Discussion	
	multipurpose	of multi- purpose river	river		142	Project	
	river	projects Aswan High	projects in				
	projects	dam.	society?				
	along river	b) Analyze the conditions for					
	Tana	the establishment of					
		multipurpose river					
		projects					
		c) recognize the importance					
		of multipurpose river					
		projects in society.					

									- 11 9 1
	4		Conditions that led to the establishmen t of multipurpose river projects along river Aswan High dam	led to the establishment	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		
9 10	1	LF TERM	The economic importance of multipurpose river projects in Africa.	By the end of the lesson, the learner should be able to: a) examine the economic importance of multipurpose river projects in Africa, b) Draw the map of Africa and indicate the multi-purpose projects. c) 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	

1 - 1	T 2	T	T			1 1 - 1
2	Challenges	By the end of the lesson, the	How	Learner is guided to:	Resource persons	QA (L
	facing	learner should be able to:	useful	• brainstorm on challenges	Map of Africa,	Written
	multi-	a) List the challenges facing	are	facing multi-purpose river	Photographs MTP	tests
	purpose	multi- purpose river	multi-	projects in Africa,	SST Grd 9 T.G. Pg.	Portfolio
	river	projects in Africa.	purpose	• invite a resource person to	87- 89	Discussion
	projects in	b) assess challenges facing	river	share on the solutions to	MTP SST Grd 9 P.B	Project
	Africa	multi- purpose river	projects in	challenges facing	Pg. 145- 148	
		projects in Africa,	society?	multipurpose river projects.		
		c) recognize the				
		importance of				
		multipurpose river				
		projects in society.				
3	Solutions	By the end of the lesson,	How	Learner is guided to:	Resource persons	QA
	to	the learner should be	useful	• brainstorm on challenges	Map of Africa,	Written
	challenges	able to:	are	facing multi-purpose river	Photographs MTP SST	tests
	facing	a) identify the solutions	multi-	projects in Africa,	Grd 9 T.G. Pg. 89- 92	Portfolio
	multi-	to challenges facing	purpose	• invite a resource person to	MTP SST Grd 9 P.B	Discussion
	purpose	multi- purpose river	river	share on the solutions to	Pg. 148- 151	Project
	river	projects in Africa.	projects in	challenges facing		
	projects in	b) design solutions to	society?	multipurpose river projects.		
	Africa	challenges facing				
		multipurpose river				
		projects in Africa,				
		c) recognize the importance of				
		multipurpose river projects				
		in society.				

					T	T		
	4		Solutions to	By the end of the	How	Learner is guided to:	Resource persons	QA (L)
			challenges	lesson, the learner	useful are	• brainstorm on challenges	Map of Africa,	Written
			facing	should be able to:	multi-	facing multi-purpose river	Photographs MTP SST	tests
			multi-	a) identify the	purpose	projects in Africa,	Grd 9 T.G. Pg. 89- 92	Portfolio
			purpose	solutions to	river	• invite a resource person to	MTP SST Grd 9 P.B	Discussion
			river	challenges facing	projects in	share on the solutions to	Pg. 148- 151	Project
			projects in	multi- purpose river	society?	challenges facing		
			Africa	projects in Africa.		multipurpose river projects.		
				b) design solutions to				
				challenges facing				
				multipurpose river				
				projects in Africa,				
				1				
				c) recognize the importance				
				of multipurpose river				
				projects in society.				
11	1	Managem	Factors that	By the end of the lesson, the	Why is it	Learner is guided to:	Resource	QA
		ent and	led to the	learner should be able to:	important	• research on factors that lead	persons The	Written
		conservati	degradation	a) List factors that lead to	to	to the degradation of the	immediate	tests
		on of the	of the	the degradation of the	conserve	environment in the	environment	Portfolio
		environme	environment	environment.	the degraded		Photographs MTP	Discussion
		nt	in the	b) explore factors that lead	environment?		SST Grd 9 T.G. Pg.	Project
			community	to the degradation of the			93- 95	
				environment in the			MTP SST Grd 9 P.B	
				community,			Pg. 152- 154	
				c) acknowledge the				
				importance of managing				
				and conserving the				
				environment.				

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: a) List factors that lead to the degradation of the environment. b) explore factors that lead to the degradation of the environment in the community, c) acknowledge the importance of managing and conserving the 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
3	Effects of environment al degradation in society	By the end of the lesson, the learner should be able to: a) describe the effects of environmental degradation in society, b) Examine the effects of environmental degradation in society. c) 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: a) describe the effects of environmental degradation in society, b) Examine the effects of environmental degradation in society. c) acknowledge the importance of managing and conserving the		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

								~~ • /
			environment.					
12	1	Measures to manage and conserve the environment for sustainability	a) Highlight measures to manage and conserve the	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	

2	Measures to	By the end of the	Why is it	Learner is guided to:	Resource	QA /
	manage and	lesson, the learner	important	 brainstorm on the 	persons The	Written
	conserve the	should be able to:	to	measures to manage and	immediate	tests
	environment for sustainability	 a) Highlight measures to manage and conserve the environment for sustainability. b) design measures to manage and conserve the environment for sustainability, c) acknowledge the importance of managing and conserving the environment. 	conserve the degraded environment?	conserve the environment for sustainability,	environment Photographs MTP SST Grd 9 T.G. Pg. 97- 98 MTP SST Grd 9 P.B Pg. 157- 159	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: a) Explain ways of managing and conserving the environment. b) apply creative thinking skills in managing and conserving the immediate environment, c) acknowledge the importance of managing and conserving the 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

									•У
	4		The importance of managing and conserving the environment	By the end of the lesson, the learner should be able to: a) explain the importance of managing and conserving the environment. b) Make posters on managing and conserving the environment. c) acknowledge the importance of managing and conserving the 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	
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: a) identify the selected world heritage sites in Africa, b) Explore the importance of Rock- Hewn Churches. c) value heritage sites in the community.	the world heritage	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: a) identify the selected world heritage sites in Africa, b) Explore the importance of Vallee de Mai nature reserve and Serengeti national park. c) value heritage sites in the community.	conserve the world heritage	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	By the end of the lesson, the learner should be able to:	Why is it	Learner is guided to:	Resource	QA Written
			important	• use digital/print resources to	persons	
	world	a) identify the selected	to	locate the selected world	Maps,	tests
	heritage	world heritage sites	conserve	heritage sites	Photographs	Portfolio
	sites in	in Africa,	the world	• brainstorm on the importance	MTP SST Grd 9 T.G.	Discussion
	Africa	b) Explore the	heritage	of the selected world sites in	Pg. 102- 105	Project
	-	importance of	sites?	promoting cultural heritage,	MTP SST Grd 9 P.B	
	• Robben	Robben Island			Pg. 165-170	
	Island	c) value heritage sites				
		in the community.				
4	Locate	By the end of the lesson, the	Why is it	Learner is guided to:	Resource	QA
	selected	learner should be able to:	important	 use digital/print resources to 	persons	Written
	world	a) identify the selected	to	locate the selected world	Maps,	tests
	heritage	world heritage sites in	conserve	heritage sites	Photographs	Portfolio
	sites in	Africa,	the world	• brainstorm on the importance	MTP SST Grd 9 T.G.	Discussion
	Africa -	b) Explore the	heritage	of the selected world sites in	Pg. 102- 105	Project
	Victoria	importance of	sites?	promoting cultural heritage,	MTP SST Grd 9 P.B	
	Falls	Victoria Falls.			Pg. 165-170	
		c) value heritage sites in				
		the community.				
END	TERM ONE ASSESSM	IENT/CLOSING				