

RATIONALISED SCHEMES OF WORK



SOCIAL STUDIES

GRADE 9

TERM 3

TEACHER'S NAME.....

TSC NUMBER.....

SCHOOL.....

K	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	NATURAL AND HISTORIC BUILT ENVIRONMENTS	Management and Conservation of the Environment - Distinction	By the end of the lesson, the learner should be able to: -Distinguish between management of the environment and conservation of the environment -Explain the key differences between management and conservation -Appreciate the importance of both management and conservation	- Learners study pictures showing management and conservation of the environment -In groups, learners distinguish between management of the environment and conservation of the environment -Learners discuss key differences and write them in their notebooks	Why is it important to conserve degraded environment?	- MENTOR Social Studies Learner's Book pg. 105 -Pictures showing environmental management and conservation -Digital resources -Chart paper	- Oral questions - Written assignments - Group presentations	
	2	NATURAL AND HISTORIC BUILT ENVIRONMENTS	Management and Conservation of the Environment - Degradation Factors	By the end of the lesson, the learner should be able to: -Explore factors that lead to degradation of the environment in the community -Classify factors into human and natural causes -Develop awareness on environmental degradation issues	- Learners study pictures showing environmental degradation -Learners research on factors that lead to environmental degradation using digital and print resources -Learners classify factors into human and natural causes	What factors lead to environmental degradation in our community?	- MENTOR Social Studies Learner's Book pg. 106 -Pictures showing environmental degradation -Digital resources -Chart paper	- Oral questions - Classification assessment - Written essays	
	3	NATURAL AND HISTORIC BUILT ENVIRONMENTS	Management and Conservation of the Environment - Effects of Degradation Management and	By the end of the lesson, the learner should be able to: -Describe the effects of environmental degradation in the community -Explain how degradation affects	- Learners study pictures showing effects of environmental degradation -Learners discuss how environmental degradation affects health, biodiversity, and economic stability	What are the effects of environmental degradation on the community?	- MENTOR Social Studies Learner's Book pg. 108 -Pictures showing effects of degradation -Digital	- Oral questions - Table completion assessment - Written assignments	

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			Conservation of the Environment - Conservation Measures	health, biodiversity, and economy -Recognize the far-reaching consequences of environmental degradation	-Learners complete a table showing effects of environmental degradation		resources -Chart paper - MENTOR Social Studies Learner's Book pg. 109 -Pictures of conservation measures		
	4	NATURAL AND HISTORIC BUILT ENVIRONMENTS	Management and Conservation of the Environment - Practical Applications	By the end of the lesson, the learner should be able to: -Apply creative thinking skills in managing and conserving the immediate environment -Make dustbins and plant trees in the school compound -Take part in environmental conservation activities	- Learners make simple dustbins using locally available materials -Learners place dustbins at strategic places around the school -Learners identify a place around the school to plant trees and organize planting activities	How can we actively participate in environmental conservation?	- MENTOR Social Studies Learner's Book pg. 110 -Local materials for dustbins -Tree seedlings -Gardening tools	- Practical assessment - Observation - Project evaluation	
2	1	NATURAL AND HISTORIC BUILT ENVIRONMENTS	Management and Conservation of the Environment - Project Planning	By the end of the lesson, the learner should be able to: -Plan for environmental conservation projects -Identify environmental issues in the community -Appreciate the importance of managing and	- Learners plan for projects on environmental issues like waste management, tree planting, pollution control, or soil conservation -Learners identify specific actions to take in the school neighborhood -Learners create posters to inform community members on proper	How can we implement environmental conservation projects?	- MENTOR Social Studies Learner's Book pg. 111 -Project planning materials -Poster materials -Digital resources	- Project plan evaluation - Poster assessment - Observation	

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				conserving the environment	environmental management				
	2	NATURAL AND HISTORIC BUILT ENVIRONMENTS	World Heritage Sites in Africa - Identification	By the end of the lesson, the learner should be able to: -Identify the selected world heritage sites in Africa -Locate world heritage sites on a map of Africa -Appreciate the existence of world heritage sites in Africa	- Learners read a story about various world heritage sites in Africa -Learners identify five world heritage sites from the passage and name their locations -Learners discuss the features of different world heritage sites	Why is it important to conserve the world heritage sites?	- MENTOR Social Studies Learner's Book pg. 112 -Map of Africa -Digital resources -Pictures of heritage sites	- Oral questions - Identification assessment - Written assignments	
	3	NATURAL AND HISTORIC BUILT ENVIRONMENTS	World Heritage Sites in Africa - Cultural Heritage	By the end of the lesson, the learner should be able to: -Examine importance of the selected world sites in promoting cultural heritage -Explain how heritage sites contribute to cultural preservation -Value the role of heritage sites in global cultural understanding	- Learners discuss the importance of world heritage sites in promoting cultural heritage -Learners explain why it is important to conserve world heritage sites -Learners compose songs on the importance of world heritage sites in Africa	How do world heritage sites promote cultural heritage?	- MENTOR Social Studies Learner's Book pg. 113 -Digital resources -Pictures of heritage sites -Song composition materials	- Oral questions - Song evaluation - Written assignments	
	4	NATURAL AND HISTORIC BUILT ENVIRONMENTS	World Heritage Sites in Africa - Conservation Measures	By the end of the lesson, the learner should be able to: -Design measures to conserve the selected	- Learners plan a field visit to a nearby heritage site or invite a resource person -Learners find out measures used to	What measures can we take to conserve heritage sites?	- MENTOR Social Studies Learner's Book pg. 114 -Digital resources	- Oral questions - Field report evaluation - Observation	

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				world heritage sites -Explain how heritage sites can be preserved -Appreciate efforts to conserve heritage sites	conserve heritage sites -Learners conduct clean-up sessions around heritage sites or plant seedlings		-Field visit materials -Clean-up materials		
3	1	NATURAL AND HISTORIC BUILT ENVIRONMENTS	World Heritage Sites in Africa - Conservation Strategies	By the end of the lesson, the learner should be able to: -Apply critical thinking skills in conserving heritage sites within the locality -Create posters with information on heritage site conservation -Value the need to preserve heritage sites for future generations	- Learners study the measures designed by Grade 9 learners to conserve heritage sites in their locality -Learners create posters with the information showing measures to conserve world heritage sites -Learners compose poems on the importance of world heritage sites	How can communities participate in heritage site conservation?	- MENTOR Social Studies Learner's Book pg. 115 -Poster materials -Digital resources -Chart paper	- Poster evaluation - Poem assessment - Observation	
	2	NATURAL AND HISTORIC BUILT ENVIRONMENTS POLITICAL DEVELOPMENTS AND GOVERNANCE	World Heritage Sites in Africa - Global Significance Civic Engagement - Individual Activities	By the end of the lesson, the learner should be able to: -Recognize the global significance of Africa's world heritage sites -Explain how heritage sites contribute to global understanding -Appreciate Africa's	- Learners make cards about different world heritage sites in Africa -Learners display the cards at the Social Studies corner -Learners discuss the global significance of Africa's heritage sites	What is the global significance of Africa's heritage sites?	- MENTOR Social Studies Learner's Book pg. 116 -Card making materials -Digital resources -Pictures of heritage sites - MENTOR Social Studies Learner's Book pg. 125	- Card evaluation - Oral questions -Written assignments	

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				contribution to world heritage			-Slogans on civic engagement -Digital devices -The Constitution of Kenya		
	3	POLITICAL DEVELOPMENTS AND GOVERNANCE	Civic Engagement - Collective Activities	By the end of the lesson, the learner should be able to: -Identify collective civic engagement activities in Kenya -Explain how collective activities promote democracy -Value collaborative efforts in civic participation	- Learners study pictures showing collective civic engagement activities -Learners discuss how activities like voting, maintaining peace, and seeking justice promote democracy -Learners write points in their notebooks	How can citizens collectively engage in civic activities?	- MENTOR Social Studies Learner's Book pg. 126 -Pictures of civic activities -Digital devices -Chart paper	- Oral questions - Written assignments - Group discussions	
	4	POLITICAL DEVELOPMENTS AND GOVERNANCE	Civic Engagement - Creating Awareness	By the end of the lesson, the learner should be able to: -Create posters on personal and collective civic engagement activities -Display posters for community awareness -Appreciate the role of civic education in democracy	- Learners search from internet, civic journals, or newspapers on civic engagement activities -Learners create posters on personal and collective civic engagement activities -Learners display their posters in class for feedback	How can we promote civic awareness in our community?	- MENTOR Social Studies Learner's Book pg. 127 -Poster materials -Digital devices -Internet resources -Civic journals	- Poster evaluation - Oral questions -Peer feedback	
4	1	POLITICAL DEVELOPMENTS	Civic Engagement -	By the end of the lesson, the learner should be able to:	- Learners read a conversation about the role of political parties in	How do political parties contribute to	- MENTOR Social Studies Learner's Book	- Oral questions - Group	

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		AND GOVERNANCE	Political Parties	-Illustrate the role of political parties in democratic governance -Explain how political parties promote democratic values -Appreciate the contribution of political parties to governance	democratic governance -Learners identify how political parties promote national unity and democracy -In groups, learners name political parties in Kenya and discuss how they promote democratic governance	democratic governance?	pg. 128 -Digital devices -Newspapers -Political party manifestos	presentations - Written assignments	
	2	POLITICAL DEVELOPMENTS AND GOVERNANCE	Civic Engagement - Democratic Governance	By the end of the lesson, the learner should be able to: -Debate on the role of political parties in democratic governance -Analyze successes and failures of political parties -Value the importance of objective analysis	- Learners debate on the motion: "Political parties have failed to promote democratic governance in Kenya" -Learners identify highlights of the role of political parties in democratic governance -Learners document key points from the debate	Do political parties enhance or hinder democratic governance?	- MENTOR Social Studies Learner's Book pg. 129 -Debate materials -Digital devices -Political party information	- Debate evaluation - Oral questions - Documentation quality	
	3	POLITICAL DEVELOPMENTS AND GOVERNANCE	Civic Engagement - Electoral Positions	By the end of the lesson, the learner should be able to: -Complete diagrams showing various elective positions in Kenya -Explain the roles of different elective positions	- Learners complete diagrams showing various elective positions in Kenya -Learners discuss the roles of different elected officials -Learners file completed diagrams in their portfolios	How are elective positions structured in Kenya?	- MENTOR Social Studies Learner's Book pg. 131 -Diagram templates -Digital devices -The Constitution of Kenya	- Diagram completion assessment - Oral questions -Portfolio review	

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				-Value the democratic electoral system					
	4	POLITICAL DEVELOPMENTS AND GOVERNANCE	Civic Engagement - School Elections Civic Engagement - Promoting Values	By the end of the lesson, the learner should be able to: -Exhibit values that promote ethical civic engagement in the community -Participate in mock school elections -Appreciate democratic processes in school governance	- Learners study pictures showing students promoting civic engagement in their school -Learners carry out mock elections of Students' Government -Learners participate in the process including campaigns, manifestos, and voting	How can students practice civic engagement in school?	- MENTOR Social Studies Learner's Book pg. 132 -Election materials -Ballot boxes -Campaign materials -Poem composition materials -Digital devices -Community resources	- Election participation assessment - Observation - Written reports	
5	1	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Understanding	By the end of the lesson, the learner should be able to: -Explore Kenya's Bill of Rights for mutual social well-being -Identify human rights and freedoms in the Constitution -Appreciate the importance of the Bill of Rights	- Learners look at the Constitution of Kenya and identify Chapter Four -Learners study pictures showing different human rights and freedoms -Learners identify human rights and freedoms shown in the pictures	How can we protect the special groups in the community?	- MENTOR Social Studies Learner's Book pg. 133 -The Constitution of Kenya -Pictures showing human rights -Digital devices	- Oral questions - Rights identification assessment - Written assignments	
	2	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Research	By the end of the lesson, the learner should be able to: -Research on Kenya's Bill of Rights	- Learners use digital devices, textbooks, or Constitution to search for information on Kenya's Bill of Rights -Learners write notes of	What rights and freedoms are guaranteed in Kenya's Bill of Rights?	- MENTOR Social Studies Learner's Book pg. 134 -The Constitution of	- Research quality assessment - Classification accuracy -Oral questions	

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				-Classify human rights and freedoms -Value the protection of rights and freedoms	their findings -Learners classify human rights and freedoms in a table		Kenya -Digital devices -Chart paper		
	3	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Special Groups	By the end of the lesson, the learner should be able to: -Examine human rights of special groups for promotion of social justice and inclusivity -Identify rights of elderly, refugees, and migrants -Appreciate the importance of protecting special groups	- Learners study pictures showing special groups like elderly, refugees, and migrants -Learners discuss what makes these people special -Learners identify the human rights of special groups promoted in the pictures	What special protections do vulnerable groups need?	- MENTOR Social Studies Learner's Book pg. 135 -Pictures of special groups -The Constitution of Kenya -Digital devices	- Oral questions - Written assignments - Group presentations	
	4	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Protection of Special Groups	By the end of the lesson, the learner should be able to: -Discuss how to protect special groups in the community -Identify specific rights for each special group -Value social justice and inclusivity	- Learners discuss how to protect special groups in the community -Learners identify specific rights for elderly, refugees, and migrants -Learners present their points in class	How can we promote social justice and inclusivity for special groups?	- MENTOR Social Studies Learner's Book pg. 136 -The Constitution of Kenya -Digital devices -Chart paper	- Oral questions - Presentation assessment - Written assignments	
6	1	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Application	By the end of the lesson, the learner should be able to: -Apply the bill of	- Learners read passages about application of the Bill of Rights in school settings -Learners identify ways	How can we apply the Bill of Rights in our daily lives?	- MENTOR Social Studies Learner's Book pg. 137 -The	- Oral questions - Case study analysis -	

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				rights for harmonious living -Identify ways to promote equality and respect for all -Value the application of the Bill of Rights in daily life	in which rights are applied for harmonious living -Learners discuss other ways human rights of special groups are applied in their community		Constitution of Kenya -Digital devices -Case studies	Written assignments	
	2	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Assertiveness Kenya's Bill of Rights - Empathy for Special Groups	By the end of the lesson, the learner should be able to: -Develop assertiveness necessary in standing up for human rights -Role play situations demonstrating assertiveness -Value the importance of standing up for rights	- Learners role play situations that bring out assertiveness in standing up for human rights -Learners compose poems or songs that bring out assertiveness in standing up for human rights -Learners create declarations to stand up for human rights	How can we develop assertiveness in defending human rights?	- MENTOR Social Studies Learner's Book pg. 138 -Role play materials -Digital devices -Song/poem composition materials - MENTOR Social Studies Learner's Book pg. 139 -Pictures showing empathy -Chart paper	- Role play assessment - Song/poem evaluation - Declaration quality	
	3	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Strategies for Protection	By the end of the lesson, the learner should be able to: -Complete tables showing strategies for promoting protection of special groups -Devise practical ways to help special	- Learners read statements on promoting empathy and solidarity among special groups -Learners complete tables showing strategies for promoting protection of special groups -Learners share their ideas with classmates	What strategies can protect and support special groups?	- MENTOR Social Studies Learner's Book pg. 140 -Table templates -Digital devices -The Constitution of Kenya	- Table completion assessment - Oral questions -Peer feedback	

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				groups -Value empathy and protection for special groups					
	4	POLITICAL DEVELOPMENTS AND GOVERNANCE	Kenya's Bill of Rights - Practical Application	By the end of the lesson, the learner should be able to: -Identify values that promote human rights -Explain how these values promote respect for human rights -Embrace respect for human rights in society	- Learners identify values from a "fruit tree" that promote human rights -Learners explain how the values picked promote respect for human rights in society -Learners visit nearby homes for the elderly to learn about human rights promotion	How do values translate into human rights protection?	- MENTOR Social Studies Learner's Book pg. 141 -Human rights "fruit tree" diagram -Digital devices -Nearby homes for elderly	- Oral questions - Value explanation assessment - Visit reports	
7	1	POLITICAL DEVELOPMENTS AND GOVERNANCE	Cultural Globalisation - Global Recognition	By the end of the lesson, the learner should be able to: -Identify cultural elements and practices that have acquired a global recognition and status -Explain how cultural elements make Kenya globally recognized -Appreciate Kenya's cultural contributions globally	- Learners discuss how aspects like Kenyan athletes, tea, beaches, wildlife, and cultural items make Kenya famous -Learners identify cultural items in Kenya which have acquired global status -Learners share their answers in class	How can we preserve aspects of cultural globalisation in the community?	- MENTOR Social Studies Learner's Book pg. 142 -Pictures of Kenyan cultural items -Digital devices -Chart paper	- Oral questions - Written assignments - Group discussions	
	2	POLITICAL DEVELOPMENTS AND GOVERNANCE	Cultural Globalisation - Kenyan Cultural Items	By the end of the lesson, the learner should be able to:	- Learners study pictures of cultural items like Kiondo and Maasai Kikoi -Learners identify the	What Kenyan cultural elements have	- MENTOR Social Studies Learner's Book pg. 143	- Oral questions - Written assignments -	

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				-Examine Kenyan cultural items that have acquired global status -Explain the significance of these items to communities -Value Kenya's cultural heritage	communities associated with these items -Learners discuss the uses and global significance of these cultural items	global recognition?	-Pictures of cultural items -Digital devices -Cultural artifacts	Item identification	
	3	POLITICAL DEVELOPMENTS AND GOVERNANCE	Cultural Globalisation - African Cultural Practices	By the end of the lesson, the learner should be able to: -Examine African cultural practices in promoting a common humanity -Identify practices that enhance cultural globalisation -Appreciate how cultural practices promote common humanity	- Learners study pictures showing African cultural practices -Learners examine how the practices enhance cultural globalisation and common humanity -Learners discuss how they promote humanity in school, home, and community	How do African cultural practices promote common humanity?	- MENTOR Social Studies Learner's Book pg. 144 -Pictures of cultural practices -Digital devices -Cultural artifacts	- Oral questions - Written assignments - Group discussions	
	4	POLITICAL DEVELOPMENTS AND GOVERNANCE	Cultural Globalisation - African Philosophies	By the end of the lesson, the learner should be able to: -Explain African cultural philosophies like African Socialism, Ujamaa, and Ubuntu -Examine how these philosophies promote common humanity -Value African cultural philosophies	- Learners research on African cultural practices like African Socialism, Ujamaa, and Ubuntu -Learners discuss how these practices promote common humanity -Learners present their findings in class	How do African philosophies contribute to global cultural understanding?	- MENTOR Social Studies Learner's Book pg. 145 -Research materials -Digital devices -Cultural information	- Research quality assessment - Oral questions -Presentation evaluation	

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8	1	POLITICAL DEVELOPMENTS AND GOVERNANCE	Cultural Globalisation - Cultural Preservation Cultural Globalisation - Healthy Relationships	By the end of the lesson, the learner should be able to: -Explore ways of preserving cultural elements that promotes global citizenship -Plan for preservation of cultural elements -Value the importance of cultural preservation	- Learners visit local cultural centers with teacher guidance -Learners prepare materials to preserve cultural elements that promote global citizenship -Learners establish cultural museum centers in class	How can we preserve cultural elements that promote global citizenship?	- MENTOR Social Studies Learner's Book pg. 146 -Cultural preservation materials -Digital devices -Local cultural centers - MENTOR Social Studies Learner's Book pg. 147 -Pictures of cultural activities -Chart paper	- Oral questions - Museum quality assessment - Participation observation	
	2	POLITICAL DEVELOPMENTS AND GOVERNANCE	Cultural Globalisation - Speeches on Cultural Relationships	By the end of the lesson, the learner should be able to: -Analyze speeches on factors promoting healthy cultural relationships -Identify factors that promote cultural interconnectedness -Value the importance of positive cultural exchange	- Learners read speeches by Grade 9 learners on factors promoting healthy cultural relationships -Learners identify additional factors that promote cultural relationships -Learners research and create charts on these factors	How can speeches promote cultural understanding?	- MENTOR Social Studies Learner's Book pg. 148 -Speech texts -Chart materials -Digital devices -Research materials	- Speech analysis assessment - Chart quality - Research evaluation	
	3	POLITICAL DEVELOPMENTS AND GOVERNANCE	Cultural Globalisation - Global Citizenship	By the end of the lesson, the learner should be able to:	- Learners study road maps showing cultural elements and values that promote global	How do cultural elements	- MENTOR Social Studies Learner's Book pg. 149	- Oral questions - Poster evaluation -	

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