Grade 7 Social Studies

Term 2 - 43 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

43 complete, ready-to-teach Grade 7 Social Studies lesson plans for Term 2, covering community service-learning project, historical information, historical development of agriculture, maps and map work and Earth and the solar system.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.1	Community Service-Learning Project	20
4.1	Historical Information	4
4.2	Historical Development of Agriculture	4
4.3	Maps and Map Work	10
4.4	Earth and the Solar System	5

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Key terms in community service learning

By the end of the lesson, the learner should be able to explain the meaning of key CSL terms

> **Community: a group of people living in the same area or sharing interests.**
> Community service: work done to help the community without pay.
> Community service learning (CSL): learners use what they learn in class to serve the community, and learn from the experience.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Key terms in community service learning

Strand 3.0 Community Service-Learning > Sub-strand 3.1 Community Service-Learning Project | Lesson 1 of 20 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to explain the meaning of key CSL terms

KEY INQUIRY QUESTION(S)

- How can community service learning contribute to community development?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Citizenship**	Learners connect the work to their rights and duties in the community.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Manila paper and markers | A CSL project planning template | A project journal for each group | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

community | community service | community service learning (CSL) | project | problem | solution | plan | implementation | reflection | report

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: how can community service learning contribute to community development? What does "community" mean to you?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through the key ideas on the next page, explaining as you go. Use manila paper and markers, a CSL project planning template, a project journal for each group. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Is community service paid?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Community: a group of people living in the same area or sharing interests.
Community service: work done to help the community without pay.
Community service learning (CSL): learners use what they learn in class to serve the community, and learn from the experience.
Project: a planned set of activities outside class to reach a goal.
Problem: a gap or opportunity in the community. Solution: a remedy.
Plan, implementation (carrying out the plan) and report (a written account of the project).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is community service learning?	**Using classroom learning to serve the community and learn from it**
2	What is a project?	**A planned set of activities to reach a goal**
3	What does implementation mean?	**Carrying out the plan**
4	Is community service paid?	**No**

WATCH OUT FOR

Thinking CSL is only manual work; it includes planning, learning and reflection.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain the meaning of key CSL terms confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain the meaning of key CSL terms accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain the meaning of key CSL terms, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain the meaning of key CSL terms without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Make a word wall of CSL terms.
Learners ready for more	Give one example of community service done in your area. (Answer: Answers will vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "key terms in community service learning" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

The importance of CSL

Strand 3.0 Community Service-Learning > Sub-strand 3.1 Community Service-Learning Project | Lesson 2 of 20 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to describe the importance of CSL to the community and the learner

KEY INQUIRY QUESTION(S)

- How can community service learning contribute to community development?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "How can young people help their community?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through the key ideas on the next page, explaining as you go. Use manila paper and markers, a CSL project planning template, a project journal for each group. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "How does CSL link to other subjects?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

To the community: solves real problems (cleanliness, safety, environment); improves health; builds unity between school and community.
To learners: applies classroom knowledge; builds skills (teamwork, planning, communication, leadership); builds values (love, responsibility, patriotism); prepares for careers.
It links all learning areas: Social Studies, Science, Agriculture, Pre-Technical Studies.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give two benefits of CSL to the community.	**Solves real problems and improves health**
2	Give two skills learners gain from CSL.	**Teamwork and planning**
3	Name one value CSL builds.	**Responsibility (also love, patriotism)**
4	How does CSL link to other subjects?	**Learners use knowledge from many subjects**

WATCH OUT FOR

Only listing benefits to learners.