Grade 9 Social Studies

Term 3 - 40 complete lesson plans

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

ABOUT THIS PACK

40 complete, ready-to-teach Grade 9 Social Studies lesson plans for Term 3, covering management and conservation of the environment, world heritage sites in Africa, the constitution of Kenya, civic engagement in governance, Kenya's bill of rights and cultural globalisation.

TOPICS IN THIS PACK

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4.4	Management and Conservation of the Environment	6
4.5	World Heritage Sites in Africa	6
5.1	The Constitution of Kenya	8
5.2	Civic Engagement in Governance	6
5.3	Kenya's Bill of Rights	8
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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

Factors leading to environmental degradation

By the end of the lesson, the learner should be able to: a) define environmental degradation; b) explore its causes in the community

> **What harms the environment**
> Environmental degradation is the decline in the quality of land, water, air and living things.

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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Factors leading to environmental degradation

Strand 4.0 Natural and Historic Built Environments > Sub-strand 4.4 Management and Conservation of the Environment | Lesson 1 of 6 | 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: a) define environmental degradation; b) explore its causes in the community

KEY INQUIRY QUESTION(S)

- Why is it important to conserve the degraded environment?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
PCI	**Environmental education**	Examples link to caring for the school and home environment.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

Photographs of degraded and conserved areas | Seedlings and tools (for a supervised activity) | 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

environment | degradation | conservation | pollution | deforestation | sustainability

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: "Walk around the school: where is the environment damaged?" 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 "What harms the environment" (key ideas on the next page), explaining as you go. Use photographs of degraded and conserved areas, seedlings and tools (for a supervised activity), learners' exercise books. 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: "What damage does sand harvesting cause?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

What harms the environment

Environmental degradation is the decline in the quality of land, water, air and living things.

Human causes: cutting trees, overgrazing, poor farming on slopes, sand harvesting, quarrying without restoring land, dumping waste, burning plastics, industrial pollution.

Natural causes: drought, floods, landslides, pests.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Define environmental degradation.	**The decline in quality of the environment.**
2	Give three human causes.	**For example deforestation, overgrazing and dumping waste.**
3	Give one natural cause.	**For example drought.**
4	What damage does sand harvesting cause?	**It destroys riverbeds and land.**

WATCH OUT FOR

Learners blame only factories. Local actions matter too.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Do a short supervised walk and list observations.
Learners ready for more	Photograph or sketch one degraded spot in your community and identify its cause. (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 "factors leading to environmental degradation" 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.

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Effects of environmental degradation

Strand 4.0 Natural and Historic Built Environments > Sub-strand 4.4 Management and Conservation of the Environment | Lesson 2 of 6 | 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: a) describe effects of degradation on society; b) link causes and effects

KEY INQUIRY QUESTION(S)

- Why is it important to conserve the degraded environment?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
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PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

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ORGANISATION OF LEARNING

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KEY WORDS

environment | degradation | conservation | pollution | deforestation | sustainability

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: "What happens to a river when the forest around it is cut?" 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 "Effects" (key ideas on the next page), explaining as you go. Use photographs of degraded and conserved areas, seedlings and tools (for a supervised activity), learners' exercise books. 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: "How can degradation cause conflict?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Effects

Soil erosion and low crop yields; drying of rivers and springs; floods and landslides; loss of wildlife; diseases from polluted water and air; climate change; conflict over scarce resources; poverty.

Example: deforestation of the Mau Forest reduced water in rivers feeding Lake Nakuru and the Mara River.

Effects often hit the poorest first.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three effects of degradation.	**For example soil erosion, floods and loss of wildlife.**
2	How did Mau deforestation affect rivers?	**It reduced the water they carry.**
3	How can pollution affect health?	**It causes diseases.**
4	How can degradation cause conflict?	**People compete for scarce resources.**

WATCH OUT FOR

Learners list effects without causes. Draw arrows linking them.