Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	SOCIAL STUDIES AND CAREER DEVELOPMENT	Social Studies and Career Development: Pathway Choices- factors to consider in the selection of a pathway	By the end of the lesson, the learner should be able to: a) identify factors to consider in the selection of a pathway, b) examine the factors considered In the selection of a pathway. c) appreciate the need for choosing a pathway in senior school.	Why is it important to learn about career paths?	The learner is guided to: • brainstorm the meaning of a career path; • engage a resource person to discuss factors to consider in the selection of a pathway,	Resource persons Digital devices, Manila paper Smart Minds SST Grd 9 T.G. Pg. 1-3 Smart Minds SST Grd 9 P.B Pg. 1-6	QA Written tests Portfolio Discussion Project	
	2	SOCIAL STUDIES AND CAREER DEVELOPMENT	Requirements for social sciences pathway in senior school	By the end of the lesson, the learner should be able to: a) List the requirements for social sciences pathway in senior school b) examine requirements for social sciences pathway at senior school, c) appreciate the need for choosing a pathway in senior school.	Why is it important to learn about career paths?	The learner is guided to: • use digital devices/print materials to examine requirements for social science pathway, • create and display charts with pathways and their respective requirements,	Resource persons Digital devices Manila paper Smart Minds SST Grd 9 T.G. Pg. 4-5 Smart Minds SST Grd 9 P.B Pg. 7-11	QA Written tests Portfolio Discussion Project	
	3	SOCIAL STUDIES AND CAREER DEVELOPMENT	Choosing a possible career track within a pathway at senior school	By the end of the lesson, the learner should be able to: a) identify possible track within a pathway at senior school b) choose a possible track within a pathway at senior school, c) appreciate the need for choosing a pathway in senior school.	Why is it important to learn about career paths?	The learner is guided to: • choose and journal possible tracks in a given pathway for academic growth,	Resource persons Digital devices Manila paper Smart Minds SST Grd 9 T.G. Pg. 5-6 Smart Minds SST Grd 9 P.B Pg. 11-12	QA Written tests Portfolio Discussion Project	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4	SOCIAL STUDIES AND CAREER DEVELOPMENT	Importance of career pathways	By the end of the lesson, the learner should be able to: a) identify the importance of career pathways. b) Analyze the importance of choosing possible track within a pathway c) appreciate the need for choosing a pathway in senior school.	Why is it important to learn about career paths?	The learner is guided to: • create and display posters on pathways and their respective requirements using locally available resources, • compose and recite poems on pathway choices.	Resource persons Digital devices Manila paper Smart Minds SST Grd 9 T.G. Pg. 6-8 Smart Minds SST Grd 9 P.B Pg. 13-15	QA Written tests Portfolio Discussion Project	
2	1	*Pre-career Support systems*	Use of support systems for pre-career and other needs	By the end of the lesson, the learner should be able to: a) List the pre-career support systems. b) explore and use support systems for pre-career and other needs, c) appreciate the value of the pre-career support systems.	Why does a learner need pre-career support?	The learner is guided to: • using digital or printed materials to search for the meaning and examples of support systems in the community, • brainstorm on the effective use of different support systems in the community,	Resource persons Digital devices Manila paper Smart Minds SST Grd 9 T.G. Pg. 8-11,14,15,16 Smart Minds SST Grd 9 P.B Pg. 16-20,24-25	QA Written tests Portfolio Discussion Project	
	2	*Pre-career Support systems*	Challenges arising from use of support systems for pre-career and other needs	By the end of the lesson, the learner should be able to: a) List the challenges of pre-career support systems. b) analyze challenges arising from existing support systems for pre-career and other needs, c) appreciate the value of the pre-career support systems.	Why does a learner need pre-career support?	The learner is guided to: • brainstorm on challenges arising from involvement in existing pre-career support systems,	Resource persons Digital devices Manila paper Smart Minds SST Grd 9 T.G. Pg. 16-17 Smart Minds SST Grd 9 P.B Pg. 26-28	QA Written tests Portfolio Discussion Project	

| | 3 | *Pre-career Support systems* | Designing solutions to challenges arising from the use of support systems | By the end of the lesson, the learner should be able to: <br> a) identify solutions to challenges arising from the use of support systems.
 b) design solutions to challenges arising from support systems, <br> c) appreciate the value of the pre-career support systems. | Why does a learner need pre-career support? | The learner is guided to:
 • brainstorm on the effective use of different support systems in the community,
 • search for solutions to challenges arising from existing pre-career support systems, | Resource persons Digital devices Manila paper Smart Minds SST Grd 9 T.G. Pg. 17-20 Smart Minds SST Grd 9 P.B Pg. 29-32 | QA Written tests Portfolio Discussion Project | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4	*Pre-career Support systems*	The significance of pre-career mapping for individual	By the end of the lesson, the learner should be able to: a) explain the significance of pre-career mapping for individual growth, b) Demonstrate pre-career mapping for an individual c) appreciate the value of the pre-career support systems.	Why does a learner need pre-career support?	The learner is guided to: • engage a resource person to discuss the significance of pre-career mapping for individual growth, • compose and recite poems highlighting the value of a pre-career support system.	Resource persons Digital devices Manila paper Smart Minds SST Grd 9 T.G. Pg. 12-14 Smart Minds SST Grd 9 P.B Pg. 20-24	QA Written tests Portfolio Discussion Project	
3	1	COMMUNITY SERVICE-LEARNING	Community Service Learning Project – identifying a problem in the community through research	By the end of the lesson, the learner should be able to: a) identify a problem in the community, b) Observe various problems in the community. c) appreciate teamwork in addressing community problems.	What does one consider while implementing a project?	Learner is guided to: • brainstorm and identify problems/gaps/opportunities (Pertinent and contemporary issues) in their class/school/community that need attention, • discuss and adapt one identified (problem/gap) for the class/group project and state the project title,	Resource persons The community Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 21-22 Smart Minds SST Grd 9 P.B Pg. 33-36	QA Written tests Portfolio Discussion Project	
	2	COMMUNITY SERVICE-LEARNING	Designing a solution to the identified problem	By the end of the lesson, the learner should be able to: a) identify a solution to the problem identified. b) Authenticate a problem and write a statement of problem. c) appreciate teamwork in addressing community problems.	What does one consider while implementing a project?	Learner is guided to: • authenticate the problem/gap and write down the statement of the problem (a small description of the identified problem),	Resource persons The community Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 21-22 Smart Minds SST Grd 9 P.B Pg. 33-36	QA Written tests Portfolio Discussion Project	

| | | 3 | COMMUNITY SERVICE-LEARNING | Designing a solution to the identified problem | By the end of the lesson, the learner should be able to:
a) identify a solution to the problem identified.
b) design a solution to the identified problem,
c) appreciate teamwork in addressing community problems. | What does one consider while implementing a project? | Learner is guided to:
• search, discuss, and agree on an appropriate solution/way forward to address the identified problem and note down the recommended/ proposed solution, | Resource persons
The community
Selected resources
Manila paper
Smart Minds SST Grd 9 T.G. Pg. 23
Smart Minds SST Grd 9 P.B Pg. 36-37 | QA
Written tests
Portfolio
Discussion
Project | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4	COMMUNITY SERVICE-LEARNING	Planning to solve the identified problem	By the end of the lesson, the learner should be able to: a) Discuss the plan to solve the identified problem. b) plan to solve the identified problem in the community, c) appreciate teamwork in addressing community problems.	What does one consider while implementing a project?	Learner is guided to: • discuss a plan for implementing the proposed solution and note it down,	Resource persons The community Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 23-24 Smart Minds SST Grd 9 P.B Pg. 38-40	QA Written tests Portfolio Discussion Project	
4	1	COMMUNITY SERVICE-LEARNING	Planning to solve the identified problem	By the end of the lesson, the learner should be able to: a) Discuss the plan to solve the identified problem. b) plan to solve the identified problem in the community, c) appreciate teamwork in addressing community problems.	What does one consider while implementing a project?	Learner is guided to: • discuss a plan for implementing the proposed solution and note it down,	Resource persons The community Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 23-24 Smart Minds SST Grd 9 P.B Pg. 38-40	QA Written tests Portfolio Discussion Project	
	2	COMMUNITY SERVICE-LEARNING	Implementing the plan to solve the problem	By the end of the lesson, the learner should be able to: a) Identify ways of implementing a plan. b) implement the plan to solve the problem, c) appreciate teamwork in addressing community problems.	What does one consider while implementing a project?	Learner is guided to: • implement the plan prudently to address the identified problem,	Resource persons The community Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 25-28 Smart Minds SST Grd 9 P.B Pg. 41-48	QA Written tests Portfolio Discussion Project	

| | 3 | COMMUNITY SERVICE-LEARNING | Reporting and reflecting on the concluded project | By the end of the lesson, the learner should be able to:
a) Identify how to write a report
b) write a report on the concluded project,
c) appreciate teamwork in addressing community problems. | Why is reflection important in a project? | Learner is guided to:
• reflect on the concluded project and submit a summary report/account to the CSL teacher, | Resource persons
The community
Manila paper
Smart Minds SST Grd 9 T.G. Pg. 25-28
Smart Minds SST Grd 9 P.B Pg. 41-48 | QA
Written tests
Portfolio
Discussion
Project | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
4		COMMUNITY SERVICE-LEARNING	Reporting and reflecting on the concluded project	By the end of the lesson, the learner should be able to: a) identify the lessons learnt from the project concluded, b) Reflect on the lessons learnt in the concluded project c) appreciate teamwork in addressing community problems.	Why is reflection important in a project?	Learner is guided to: • reflect on the whole process and the lessons learnt in the concluded work.	Resource persons The community Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 25-28 Smart Minds SST Grd 9 P.B Pg. 41-48	QA Written tests Portfolio Discussion Project	
5	1	PEOPLE AND RELATIONSHIP	Socio-Economic Practices of Early Humans • Early	By the end of the lesson, the learner should be able to: a) describe the socioeconomic practices of early humans in Africa during the Early Stone Age period, b) Observe pictures of Socio-economic practices of early humans during the early stone age c) recognize the socioeconomic practices of early humans.	How do socioeconomic practices of early humans impact the modern society?	Learner is guided to: • interact with digital technology or print media as they research the socio-economic practices of early humans in Africa during the Stone Age period • brainstorm on the socio-economic practices of early humans during the Stone Age period and make notes, • debate on the relevance of socioeconomic practices of early humans to the modern society,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 29-33 Smart Minds SST Grd 9 P.B Pg. 49-53	QA Written tests Portfolio Discussion Project	

	2	PEOPLE AND RELATIONSHIP	Socio-Economic Practices of Early Humans • Middle	By the end of the lesson, the learner should be able to: a) describe the socioeconomic practices of early humans in Africa during the middle Stone Age period, b) Observe pictures of Socio-economic practices of early humans during the middle stone age c) recognize the socioeconomic practices of early humans.	How do socioeconomic practices of early humans impact the modern society?	Learner is guided to: • interact with digital technology or print media as they research the socio-economic practices of early humans in Africa during the Stone Age period • brainstorm on the socio-economic practices of early humans during the Stone Age period and make notes, • debate on the relevance of socioeconomic practices of early humans to the modern society,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 29-33 Smart Minds SST Grd 9 P.B Pg. 49-53	QA Written tests Portfolio Discussion Project	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	3	PEOPLE AND RELATIONSHIP	Socio-Economic Practices of Early Humans • Late	By the end of the lesson, the learner should be able to: a) describe the socioeconomic practices of early humans in Africa during the late Stone Age period, b) Observe pictures of Socio-economic practices of early humans during the late stone age c) recognize the socioeconomic practices of early humans.	How do socioeconomic practices of early humans impact the modern society?	Learner is guided to: • interact with digital technology or print media as they research the socio-economic practices of early humans in Africa during the Stone Age period • brainstorm on the socio-economic practices of early humans during the Stone Age period and make notes, • debate on the relevance of socioeconomic practices of early humans to the modern society,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 29-33 Smart Minds SST Grd 9 P.B Pg. 49-53	QA Written tests Portfolio Discussion Project	
	4	PEOPLE AND RELATIONSHIP	Tools used by early humans during the stone age period	By the end of the lesson, the learner should be able to: a) list the tools used by early humans during the stone age period. b) examine different types of tools used by early humans during the Stone Age period, c) recognize the socioeconomic practices of early humans.	How do socioeconomic practices of early humans impact the modern society?	Learner is guided to: • undertake group tasks and gain new perspectives as they discuss the various types of tools used by early humans during the Stone Age period, • use appropriate digital resources to view various types of tools used by early humans during the Stone Age period	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 33-34 Smart Minds SST Grd 9 P.B Pg. 53-54	QA Written tests Portfolio Discussion Project	

| 6 | 1 | PEOPLE AND RELATIONSHIP | Illustrating the tools used by early humans during the stone age period | By the end of the lesson, the learner should be able to:
a) Give reasons why Africa is regarded as the birthplace of human technology.
b) illustrate the tools used by early humans during the Stone Age period,
c) recognize the socioeconomic practices of early humans. | How do socioeconomic practices of early humans impact the modern society? | Learner is guided to:
• draw various types of tools used by early humans during the Stone Age period and share,
• engage a resource person to discuss reasons why Africa is regarded as the birthplace of human technology. | Resource persons
Selected resources
Manila paper
Smart Minds SST Grd 9 T.G. Pg. 35
Smart Minds SST Grd 9 P.B Pg. 54-56 | QA
Written tests
Portfolio
Discussion
Project | |
| | | | | | | | | | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	2	PEOPLE AND RELATIONSHIP	Illustrating the tools used by early humans during the stone age period	By the end of the lesson, the learner should be able to: a) Give reasons why Africa is regarded as the birthplace of human technology. b) illustrate the tools used by early humans during the Stone Age period, c) recognize the socioeconomic practices of early humans.	How do socioeconomic practices of early humans impact the modern society?	Learner is guided to: • draw various types of tools used by early humans during the Stone Age period and share, • engage a resource person to discuss reasons why Africa is regarded as the birthplace of human technology.	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 336-37 Smart Minds SST Grd 9 P.B Pg. 56-58	QA Written tests Portfolio Discussion Project	
	3	Indigenous Knowledge Systems In African Societies	Forms of indigenous knowledge • Agriculture • Medicine	By the end of the lesson, the learner should be able to: a) identify types of indigenous knowledge systems in African societies for self-identity, b) Demonstrate the various forms of indigenous knowledge In the field of Agriculture and medicine c) appreciate the various forms of indigenous knowledge.	How does indigenous knowledge influence the modern society?	Learner is guided to: • brainstorm in pairs on various types of indigenous knowledge systems in African societies	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 38-40 Smart Minds SST Grd 9 P.B Pg. 59-61	QA Written tests Portfolio Discussion Project	

	4	Indigenous Knowledge Systems In African Societies	Forms of indigenous knowledge • Climate • Technology	By the end of the lesson, the learner should be able to: a) identify types of indigenous knowledge systems in African societies for self-identity, b) Demonstrate the various forms of indigenous knowledge In the field of climate and technology c) appreciate the various forms of indigenous knowledge.	How does indigenous knowledge influence the modern society?	Learner is guided to: • brainstorm in pairs on various types of indigenous knowledge systems in African societies	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 38-40 Smart Minds SST Grd 9 P.B Pg. 59-61	QA Written tests Portfolio Discussion Project	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
7	1	Indigenous Knowledge Systems In African Societies	Forms of indigenous knowledge • Education • Environmental Conservation	By the end of the lesson, the learner should be able to: a) identify types of indigenous knowledge systems in African societies for self-identity, b) Demonstrate the various forms of indigenous knowledge In the field of education and environmental conservation c) appreciate the various forms of indigenous knowledge.	How does indigenous knowledge influence the modern society?	Learner is guided to: • brainstorm in pairs on various types of indigenous knowledge systems in African societies	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 38-40 Smart Minds SST Grd 9 P.B Pg. 59-61	QA Written tests Portfolio Discussion Project	
	2	Indigenous Knowledge Systems In African Societies	Forms of indigenous knowledge • Astronomy • Religion	By the end of the lesson, the learner should be able to: a) identify types of indigenous knowledge systems in African societies for self-identity, b) Demonstrate the various forms of indigenous knowledge In the field of Astronomy and religion c) appreciate the various forms of indigenous knowledge.	How does indigenous knowledge influence the modern society?	Learner is guided to: • brainstorm in pairs on various types of indigenous knowledge systems in African societies	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 38-40 Smart Minds SST Grd 9 P.B Pg. 59-61	QA Written tests Portfolio Discussion Project	

	3	Indigenous Knowledge Systems In African Societies	Forms of indigenous knowledge • Arts	By the end of the lesson, the learner should be able to: a) identify types of indigenous knowledge systems in African societies for self-identity, b) Demonstrate the various forms of indigenous knowledge In the field of Arts c) appreciate the various forms of indigenous knowledge.	How does indigenous knowledge influence the modern society?	Learner is guided to: • brainstorm in pairs on various types of indigenous knowledge systems in African societies	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 38-40 Smart Minds SST Grd 9 P.B Pg. 59-61	QA Written tests Portfolio Discussion Project	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4	Indigenous Knowledge Systems In African Societies	How indigenous knowledge systems were used for sustainability of life	By the end of the lesson, the learner should be able to: a) explain how the indigenous knowledge systems were used for the sustainability of life, b) Demonstrate how indigenous knowledge was used in TAS c) appreciate the various forms of indigenous knowledge.	How does indigenous knowledge influence the modern society?	Learner is guided to: • use print or digital resources to research how the indigenous knowledge systems were used in traditional African society,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 40-41 Smart Minds SST Grd 9 P.B Pg. 62	QA Written tests Portfolio Discussion Project	
8				HALF TERM					
9	1	Indigenous Knowledge Systems In African Societies	Using indigenous and modern knowledge systems for effective decision making	By the end of the lesson, the learner should be able to: a) identify modern knowledge systems b) use indigenous and modern knowledge systems for effective decision-making in life, c) appreciate the indigenous knowledge systems in the society.	How does indigenous knowledge influence the modern society?	Learner is guided to: • in pairs, devise ways of using indigenous and modern knowledge systems for effective decision-making and present,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 41-44 Smart Minds SST Grd 9 P.B Pg. 63-66	QA Written tests Portfolio Discussion Project	

	2	Indigenous Knowledge Systems In African Societies	Appreciating indigenous knowledge systems in society	By the end of the lesson, the learner should be able to: a) identify the importance of indigenous knowledge. b) Apply indigenous knowledge in various fields in Africa. c) appreciate the indigenous knowledge systems in the society.	How does indigenous knowledge influence the modern society?	Learner is guided to: • value others' ideas as they debate on how indigenous knowledge systems is applied in various fields in Africa.	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 41-44 Smart Minds SST Grd 9 P.B Pg. 63-66	QA Written tests Portfolio Discussion Project	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
3		Poverty Reduction	Causes of poverty in Africa	By the end of the lesson, the learner should be able to: a) explain the causes of poverty in Africa, b) Examine the cause of poverty in Africa. c) Develop curiosity in poverty reduction.	What are the measures taken by African governments to reduce poverty?	Learner is guided to: • brainstorm on the causes of poverty in Africa and present their findings in class,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 45-47 Smart Minds SST Grd 9 P.B Pg. 67-70	QA Written tests Portfolio Discussion Project	
	4	Poverty Reduction	Causes of poverty in Africa	By the end of the lesson, the learner should be able to: a) explain the causes of poverty in Africa, b) Observe pictures of causes of poverty in Africa. c) Develop curiosity in poverty reduction.	What are the measures taken by African governments to reduce poverty?	Learner is guided to: • brainstorm on the causes of poverty in Africa and present their findings in class,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 45-47 Smart Minds SST Grd 9 P.B Pg. 67-70	QA Written tests Portfolio Discussion Project	
10	1	Poverty Reduction	Effects of overexploitation of natural resources on poverty in Africa	By the end of the lesson, the learner should be able to: a) List the effects of overexploitation of natural resources on poverty in Africa b) examine the effects of overexploitation of natural resources on poverty in Africa c) Develop curiosity in poverty reduction.	How does prudent utilization of resources help to reduce poverty in society?	Learner is guided to: • discuss the effects of overexploitation of natural resources on poverty in Africa,	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 49 Smart Minds SST Grd 9 P.B Pg. 72-74	QA Written tests Portfolio Discussion Project	

| 2 | Poverty Reduction | Effects of overexploitation of natural resources on poverty in Africa | By the end of the lesson, the learner should be able to:
a) List the effects of overexploitation of natural resources on poverty in Africa
b) Overcome the effects of overexploitation of natural resources on poverty in Africa
c) Develop curiosity in poverty reduction. | How does prudent utilization of resources help to reduce poverty in society? | Learner is guided to:
• discuss the effects of overexploitation of natural resources on poverty in Africa, | Resource persons
Selected resources
Manila paper
Smart Minds SST Grd 9 T.G. Pg. 49
Smart Minds SST Grd 9 P.B Pg. 72-74 | QA
Written tests
Portfolio
Discussion
Project | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	3	Poverty Reduction	The contribution of poverty reduction strategies in society	By the end of the lesson, the learner should be able to: a) give the necessary strategies that can be taken to reduce poverty in Africa. b) apply creative thinking skills to reduce poverty in the society, c) recognize the contribution of poverty reduction strategies in society.	How does prudent utilization of resources help to reduce poverty in society?	Learner is guided to: • illustrate in pairs problem-solving skills to reduce poverty in the community and present in class, • watch documentaries/video clips on solutions to poverty reduction and write a report.	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 49-51 Smart Minds SST Grd 9 P.B Pg. 75-77	QA Written tests Portfolio Discussion Project	
	4	Poverty Reduction	The contribution of poverty reduction strategies in society	By the end of the lesson, the learner should be able to: a) give the necessary strategies that can be taken to reduce poverty in Africa. b) apply creative thinking skills to reduce poverty in the society, c) recognize the contribution of poverty reduction strategies in society.	How does prudent utilization of resources help to reduce poverty in society?	Learner is guided to: • interact with new technology as they use print or digital resources to explore homegrown practical solutions to poverty reduction, • compose and sing songs / recite poems on sustainable use of resources in the community, • create posters on sustainable use of resources in the community.	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 49-51 Smart Minds SST Grd 9 P.B Pg. 75-77	QA Written tests Portfolio Discussion Project	

| 11 | 1 | Population structure | Sources of population data in a country | By the end of the lesson, the learner should be able to:
a) identify sources of population data in a country,
b) Observe pictures of population structure.
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 on sources of population data make notes and present, | Resource persons
Selected resources
Manila paper
Smart Minds SST Grd 9 T.G. Pg. 52-54
Smart Minds SST Grd 9 P.B Pg. 78-80 | QA
Written tests
Portfolio
Discussion
Project | |
| | | | | | | | | | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	2	Population structure	Factors determining population structure in Kenya	By the end of the lesson, the learner should be able to: a) explain factors determining population structure in Kenya b) Observe pictures of population structure. 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: • engage a resource person to discuss factors determining population structure in Kenya. • use digital or print resources to identify factors determining population structure in Kenya.	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 54 Smart Minds SST Grd 9 P.B Pg. 80-83	QA Written tests Portfolio Discussion Project	
	3	Population structure	Factors determining population structure in Germany	By the end of the lesson, the learner should be able to: a) explain factors determining population structure in Germany b) Observe pictures of population structure. 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: • engage a resource person to discuss factors determining population structure in Germany • use digital or print resources to identify factors determining population structure in Germany	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 54 Smart Minds SST Grd 9 P.B Pg. 80-83	QA Written tests Portfolio Discussion Project	

| | 4 | Population structure | Age-sex population pyramids in Kenya | By the end of the lesson, the learner should be able to:
a) identify ways of constructing Age sex pyramids.
b) construct age-sex population pyramids of 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:
• draw the age-sex population pyramid of developing countries | Resource persons
Selected resources
Manila paper
Smart Minds SST Grd 9 T.G. Pg. 55-56
Smart Minds SST Grd 9 P.B Pg. 83-87 | QA
Written tests
Portfolio
Discussion
Project | |
| | | | | | | | | | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
12	1	Population structure	Age-sex population pyramids in Germany	By the end of the lesson, the learner should be able to: a) identify ways of constructing Age sex pyramids. b) construct age-sex population pyramids of developed 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: • draw the age-sex population pyramid of developed countries	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 55-56 Smart Minds SST Grd 9 P.B Pg. 83-87	QA Written tests Portfolio Discussion Project	
	2	Population structure	Difference in population structure between developed and developing countries	By the end of the lesson, the learner should be able to: a) List the difference in population structure between Kenya and Germany b) Examine the difference between the 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: • Tell the difference in population structure in developed and developing countries.	Resource persons Selected resources Manila paper Smart Minds SST Grd 9 T.G. Pg. 56-58 Smart Minds SST Grd 9 P.B Pg. 89-91	QA Written tests Portfolio Discussion Project	

| 3 | Population structure | Difference in population structure between developed and developing countries | By the end of the lesson, the learner should be able to:
a) List the difference in population structure between Kenya and Germany
b) Examine the difference between the 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:
• Tell the difference in population structure in developed and developing countries. | Resource persons
Selected resources
Manila paper
Smart Minds SST Grd 9
T.G. Pg. 56-58
Smart Minds SST Grd 9 P.B
Pg. 89-91 | QA
Written tests
Portfolio
Discussion
Project | |

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4	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 Smart Minds SST Grd 9 T.G. Pg. 56 Smart Minds SST Grd 9 P.B Pg. 88	QA Written tests Portfolio Discussion Project	
13	END TERM ONE ASSESSMENT/CLOSING								