Grade 9 Social Studies

Term 1 - 44 complete lesson plans

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

ABOUT THIS PACK

44 complete, ready-to-teach Grade 9 Social Studies lesson plans for Term 1, covering pathway choices, pre-career support systems, community service-learning project, socio-economic practices of early humans, indigenous knowledge systems in African societies, poverty reduction and population structure.

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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.

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 to consider when choosing a pathway

Strand 1.0 Social Studies and Career Development > Sub-strand 1.1 Pathway Choices | Lesson 1 of 4 | 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) explain what a pathway is; b) identify factors to consider when choosing one

KEY INQUIRY QUESTION(S)

- Why is it important to learn about career paths?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Career guidance**	Developed through the activities in this lesson.

LEARNING RESOURCES

A chart of the three Senior School pathways | Career booklets or digital resources | 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

pathway | track | career | interest | ability | Senior School

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: why is it important to learn about career paths? What job would you like to do in 15 years?" 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 three Senior School pathways" (key ideas on the next page), explaining as you go. Use a chart of the three Senior School pathways, career booklets or digital resources, 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: "Who can advise you on pathway choice?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

The three Senior School pathways

Senior School (Grades 10 to 12) has three pathways: STEM (Science, Technology, Engineering and Mathematics), Social Sciences, and Arts and Sports Science.

Factors to consider: your interests and talents, your performance in related learning areas, your career dream, the advice of teachers, parents and mentors, and the schools that offer the pathway.

Choosing only because friends chose it, or because one career pays well, can lead to an unhappy fit.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the three Senior School pathways.	**STEM, Social Sciences, and Arts and Sports Science.**
2	Give two factors to consider when choosing a pathway.	**For example interests and performance in related learning areas.**
3	Why is following friends a poor reason?	**Their interests and abilities may differ from yours.**
4	Who can advise you on pathway choice?	**For example teachers, parents, career counsellors or mentors.**

WATCH OUT FOR

Learners think one pathway is "better". Each suits different interests and careers.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a checklist: I enjoy..., I am good at..., I dream of being...
Learners ready for more	Interview an adult about how they chose their career and share one lesson. (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 to consider when choosing a pathway" 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 Social Sciences pathway and its requirements

Strand 1.0 Social Studies and Career Development > Sub-strand 1.1 Pathway Choices | Lesson 2 of 4 | 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 the Social Sciences pathway; b) outline what it requires of a learner

KEY INQUIRY QUESTION(S)

- Why is it important to learn about career paths?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Career guidance**	Developed through the activities in this lesson.

LEARNING RESOURCES

A chart of the three Senior School pathways | Career booklets or digital resources | Learners' exercise books

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KEY WORDS

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Which careers do you think need Social Studies, languages or business knowledge?" 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 the Social Sciences pathway covers" (key ideas on the next page), explaining as you go. Use a chart of the three Senior School pathways, career booklets or digital resources, 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: "Which Junior School learning areas prepare you for it?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

What the Social Sciences pathway covers

Tracks include Languages and Literature, Humanities and Business Studies. Subjects can include History and Citizenship, Geography, Religious Education, Business Studies, Literature and foreign languages.

Requirements: good performance and interest in Social Studies, languages and Religious Education; reading, writing, debate and analysis skills; curiosity about people and society.

Careers: lawyer, journalist, teacher, diplomat, economist, accountant, social worker, tour guide.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name two tracks in the Social Sciences pathway.	**For example Humanities and Business Studies.**
2	Name two careers linked to this pathway.	**For example lawyer and journalist.**
3	Name one skill the pathway needs.	**For example reading, writing, debating or analysing.**
4	Which Junior School learning areas prepare you for it?	**Social Studies, languages and Religious Education.**