

DAY / DATE / TIME	TOPIC	OBJECTIVES / RPK	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
Day 1	<p>TOPIC</p> <p>S.B.A</p> <p>SUB-TOPIC</p> <p>Individual Class Test 1</p>	<p>OBJECTIVE(S)</p> <p>By the end of the lesson the pupil will be able to</p> <p>Answer the SBA questions within the specified time</p> <p>RPK Pupils can recall what has been learnt throughout the weeks.</p>	<p>INTRODUCTION</p> <p>Pupils to revise on what has been learnt throughout the weeks to review their RPK</p> <p>PRESENTATION</p> <p>1. Write the SBA questions on the board and ask pupils to answer them within the specified time</p> <p>2. Assist pupils to find the correct answers to the SBA questions.</p> <p>3. Assist pupils to answer similar challenging questions in groups.</p> <p>CLOSURE</p> <p>Let pupils solve similar challenging questions individually.</p>	Board illustrations	<p>QUESTIONS</p> <p>1.a) What is a map?</p> <p>b) State two importance of maps</p> <p>c) State two differences between a map and sketch.</p> <p>2a) What is a landmark?</p> <p>b) identify four landmarks in your community</p> <p>c) What is the importance of landmarks to tourists</p> <p>3a) What is a scale of a map?</p> <p>b) Describe the three ways of indicating a scale on map</p> <p>c) With a scale of 1cm to 20km, draw a plot 200km long and 120km wide.</p> <p>DIMENSION</p> <p>Application of knowledge</p>	<p>Pupils to Answer similar SBA questions individually in their books.</p> <p>REMARKS</p>

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Day 2	<p>TOPIC</p> <p>Mapping Our Environment</p> <p>SUB-TOPIC</p> <p>LINEAR SCALE</p>	<p>OBJECTIVE(S) By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. define linear scale. 2. use linear scale. 3. calculate distances to scale. <p>R.P.K. Pupils can now calculate scale</p>	<p>INTRODUCTION STAGE Revise previous lesson by asking pupils to mention some benefits from traveling.</p> <p>PRESENTATION STAGE 1. Guide pupils explain what is meant by linear scale. 2. Teacher brainstorm pupil on how use linear scale. 3. Teacher assist pupil to calculate distance to scale 4. Teacher guide pupil to convert statement to linear scale.</p> <p>CONCLUSION STAGE Summarizes the lesson and assign pupils to work and go round to supervise.</p>	<p>Chalk illustration</p> <p>Map</p>	<p>LINEAR SCALE. A linear scale is a line which is divided into equal parts. It is used on maps to show the relationship between a particular distance on a map and the actual distance on the earth. A linear scale is also called a bar scale, scale bar or graphic scale.</p> <p>HOW TO USE LINEAR SCALE 1. Use a piece of treated to measure the distance between the two points on the map. 2. Place the beginning of the thread on the zero (0) mark and stretch it on the primary to determine whole lengths in km. 3. Any remainder of the tread that is less than a length in the primary is then sent to the secondary for fractions of the measurement to be determined.</p> <p>ADVANTAGES OF THE LINEAR SCALE 1. linear scale gives a quick reference and visual impression to the user 2. one can easily determine all measurements by getting the length between the two points 3. it also has universal application How to calculate distances to scale</p> <p>DIMENSION Application and understanding</p>	<p>Pupils to answer the following questions.</p> <p>1. With a scale of 1cm to 20km, draw a plot 200km long and 120km wide.</p> <p>REMARKS</p>

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Day 3	<p>TOPIC</p> <p>Mapping Our Environment</p> <p>SUB-TOPIC</p> <p>LINEAR SCALE</p>	<p>OBJECTIVE(S) By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. convert statement scale to representative fraction. 2. Convert statement scale to linear scale. 3. change representative fraction scale to statement scale <p>R.P.K. Pupils can now calculate scale</p>	<p>INTRODUCTION STAGE Revise previous lesson by asking pupils to mention some benefits from traveling.</p> <p>PRESENTATION STAGE</p> <ol style="list-style-type: none"> 1. Guide pupils to convert statement scale to representative fraction. 2. Teacher brainstorm pupil on how convert statement scale to linear scale. 3. Teacher assist pupil on how to change representative fraction scale to statement scale <p>CONCLUSION STAGE Summarizes the lesson and assign pupils to work and go round to supervise.</p>	<p>Chalk illustration.</p> <p>Map</p>	<p>How To Calculate Distances To Scale</p> <p>Converting statement scale to to representative fraction (rf)</p> <p>Question Convert one centimeter to five kilometres (1cm to 5km) to representative fraction scale</p> <p>Solution First, change the 5km to cm. Remember that 1km = 100,00cm Therefore, the 5km to cm is equal to 100,000 x 5 = 500,000cm Hence, the RF is 1:500,000 The 1 represents the map distance and the 500,000 is the ground equivalent.</p> <p>Convert statement scale to linear scale.</p> <p>Question Change one centimeter to 5kilometres (1cm to 5cm). Show it I'm a linear</p> <p>Solution First, 1cm to 5km means that on the primaries on the linear scale, every 1cm must be equivalent to 5km. The entire secondaries will they have divisions of 5km or 5000meters (1,000m = 1km)</p> <p>What is a contour map A contour map is a topographic map on which the shape of the land surface is shown by a contour lines, the relative spacing of the lines indicating the relative slope of the surface.</p> <p>DIMENSION</p> <p>Application and understanding</p>	<p>Pupils to answer the following questions.</p> <ol style="list-style-type: none"> 1. With a scale of 1cm to 20km, draw a plot 200km long and 120km wide. <p>REMARKS</p>

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Day 1	<p>TOPIC</p> <p>GOVERNMENT AND SOCIETY</p> <p>SUB-TOPIC</p>	<p>OBJECTIVE(S) By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning of government and society 2. state the structure of government of Ghana 3. explain the structure of government at the national level. <p>R.P.K. Pupils can now differentiate between government and society.</p>	<p>INTRODUCTION STAGE Revise previous lesson by asking pupils to mention some benefits from traveling.</p> <p>PRESENTATION STAGE 1. Guide pupils to come out with the meaning of government and society 2. Teacher brainstorm pupil on the structure of government of Ghana 3. Teacher assist pupil to explain the structure of government at the national level.</p> <p>CONCLUSION STAGE Summarizes the lesson and assign pupils to work and go round to supervise.</p>	<p>Chalk illustration</p> <p>Map</p>	<p>GOVERNMENT AND SOCIETY <i>Government</i> refers to organized bodies of persons or institutions responsible for running the affairs of the state or any local area. <i>Society</i>: refers to organized people living in a community.</p> <p>The Structure Of Government Of Ghana The structure of government of Ghana is organized at the following levels. These are; 1. Government at the National level 2. Government at the Regional level 3. Government at the District level</p> <p>The Structure Of Government At The National Level. In Ghana, government at the national level is structured along the three arms of government, namely 1. The Executive 2. The legislature 3. The judiciary</p> <p>- The executive power of the state is exercised by the Executive arm of government. - The legislative power of the state is performed by the legislature or parliament - The Judicial power is exercised by Judiciary or the courts.</p> <p>DIMENSION Application and understanding</p>	<p>Pupils to answer the following questions.</p> <p>1. Name the three arms of government.</p> <p>REMARKS</p>

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