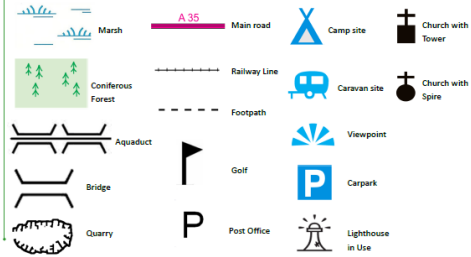


DAY / DATE / TIME	TOPIC	OBJECTIVES / RPK	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
Day 1	<p>TOPIC</p> <p>Mapping our environment</p> <p>SUB-TOPIC</p> <p>BEARING</p>	<p>OBJECTIVE(S) By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. Understand what is meant by bearing. 2. Find the bearing of two place. 3. Differentiate between land marks and conventional signs and symbols. <p>R.P.K. Pupils have seen conventional signs on a map</p>	<p>INTRODUCTION STAGE</p> <p>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 explain what is meant by bearing. 2. Teacher brainstorm pupil on how to find the bearing of two places 3. Teacher assist pupil to mentions the conventional sign and symbol of the mentioned landmark <p>CONCLUSION STAGE</p> <p>Summarizes the lesson and assign pupils to work and go round to supervise.</p> <p>LEGEND</p> 	<p>Chalk illustration</p> <p>Map</p>	<p>BEARING</p> <p>The bearing of a place is the angular displacement of that place from a fixed point. Bearing gives the direction of a place from a fixed point. It is always measured in degrees. It is taken from the True North and in a clockwise direction.</p> <p>Finding the bearing of two places <i>The bearing of two places can be found by using the following</i></p> <ol style="list-style-type: none"> 1. Draw the four cardinal points at the two locations. Thus, have your North, South, and East and West markings on the two points. 2. Draw a straight line to join the two points or locations together 3. Place your protractor on the line you drew at the two point at the two points above and measure the angular displacement between the two points from the clockwise direction. <p>Land Marks And Conventional Signs And Symbols.</p> <p>Landmarks are key features on the land or location that can be identified by people. They are represented on maps by conventional signs which are universal symbols.</p> <p>Conventional Signs And Symbols - are basic symbols used on maps to depict or represent landmarks. They include the use of signs, symbols, colours of different tones and shades to represent different features on the map.</p> <p>DIMENSION</p> <p>Application and understanding</p>	<p>Pupils to answer the following questions.</p> <ol style="list-style-type: none"> 1. How are the following features shown on topographical maps <ol style="list-style-type: none"> i. Railway line ii. A bridge iii. Farm iv. Footpath <p>BECE 1990</p> <p>REMARKS</p>

DAY / DATE / TIME	TOPIC	OBJECTIVES / RPK	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
Day 2	<p>TOPIC</p> <p>Mapping Our Environment</p> <p>SUB-TOPIC</p> <p>SCALES OF MAPS</p>	<p>OBJECTIVE(S) By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. Understand what is meant by scale and how they are calculated. 2. defined statement scale 3. use statement scale between two point <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 explain what is meant by scale. 2. Teacher brainstorm pupil on how they are to calculate scale. 3. Teacher assist pupil to use statement scale between two point 4. Teacher grouped pupils in a group of four to come out with the advantage of a statement of 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>SCALES OF MAPS A scale gives the relationships between a distance measures between two points on the map and the actual distance on the ground. Its shows how many units or distances on a map is equivalent to certain units or distance on the actual ground or earth.</p> <p>TYPES OF SCALES There are three types of scales. These are:</p> <ol style="list-style-type: none"> 1. Statement scale 2. Representative fraction scale 3. Linear scale <p>STATEMENT SCALE Statement scale represents the relationship between the map distance and the actual distance on the ground in a form of a statement.</p> <p>How to use Statement scale between two points</p> <ol style="list-style-type: none"> 1. Identify the position of the two points on the map. 2. measure the distance between the two points either by using a thread or ruler 3. Relate the measured distance between the two points to the statement scale provided. <p>Advantage Of A Statement Of Scale</p> <ol style="list-style-type: none"> 1. Statement of scale is very easy to understand and use 2. Statement of scale is easy to draw or copy. 3. Statement of scale gives easy interpretation of the relation between distances on the ground and that on a map. <p>DIMENSION Application and understanding</p>	<p>Pupils to answer the following questions.</p> <ol style="list-style-type: none"> 1. What is a scale of a map? 2. Describe the three ways of indicating a scale on map 3. 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 POPULATION GROWTH AND DEVELOPMENT IN GHANA</p> <p>SUB-TOPIC RURAL - URBAN DRIFT</p>	<p>OBJECTIVE(S)</p> <p>By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. explain migration , immigration and emigration 2. state the causes or reason for rural -urban drift 3. Outline the problems that migrants from rural areas face in the urban areas. <p>R.P.K.</p> <p>Pupils know about movement from one place to another to settle</p>	<p>INTRODUCTION</p> <p>Teacher introduces the lesson by reviewing pupils RPK through the question and answer method.</p> <p>PRESENTATION</p> <ol style="list-style-type: none"> 1. Let pupils explain the terms migration, immigration and emigration. 2. Pupils in groups, to identify and discuss causes or reasons for rural - urban drift. 3. Teacher let pupil in the groups identify problems that migrants from rural areas face in the urban areas. <p>CLOSURE</p> <p>Summarizes the lesson and assign work for pupils to do.</p>	<p>Chalk board Illustrations</p>	<p>EXPLANATION OF TERMS</p> <p>Migration: is the movement of people from one place to permanently settle there.</p> <p>Immigration - this refers to the movement of people into a country by crossing borders to permanently settle there.</p> <p>Emigration - this is the movement of people out of a country by crossing boarders to settle permanently elsewhere.</p> <p>RURAL -URBAN DRIFT / MIGRATION</p> <p>Rural-Urban drift is the movement of the people from the rural areas to the urban centres. Eg: moving from Saltpond to Takoradi.</p> <p>CAUSES OR REASON FOR RURAL -URBAN DRIFT</p> <ol style="list-style-type: none"> 1. For employment opportunities 2. Inadequate educational facilities 3. Lack of social amenities in the rural areas. 4. To escape harsh traditional beliefs 5. Lack of entertainment facilities in the rural areas. <p>PROBLEMS THAT MIGRANTS FROM RURAL AREAS FACE IN THE URBAN AREAS.</p> <ol style="list-style-type: none"> 1. Poverty due to high rate of unemployment 2. High rate of unemployment as a result of few jobs available 3. Lack of accommodation for the migrant. 4. Hunger and starvation because of unemployment. <p>DIMENSION Application of knowledge.</p>	<p>Pupils to answer the following questions.</p> <ol style="list-style-type: none"> 1. What is rural-urban migration? 2. State four negative effects of rural-urban migration on rural areas. <p>REMARKS</p>

DAY / DATE / TIME	TOPIC	OBJECTIVES	TEACHER – LEARNER ACTIVITIES	TLM	CORE POINTS	EVALUATION / REMARKS
DAY 2	<p>TOPIC POPULATION GROWTH AND DEVELOPMENT IN GHANA</p> <p>SUB-TOPIC URBANIZATION</p>	<p>OBJECTIVE(S)</p> <p>By the end of the lesson the pupil will be able to:</p> <ol style="list-style-type: none"> 1. explain urbanization 2. state the causes or reason of urbanization 3. Outline the effect of urbanization. <p>R.P.K.</p> <p>Pupils know about movement from one place to another to settle</p>	<p>INTRODUCTION</p> <p>Teacher introduces the lesson by reviewing pupils RPK through the question and answer method.</p> <p>PRESENTATION</p> <ol style="list-style-type: none"> 1. Let pupils explain the terms urbanization. 2. Pupils in groups, to identify and discuss causes or reasons of urbanization. 3. Teacher let pupil in the groups identify effect of urbanization. <p>CLOSURE</p> <p>Summarizes the lesson and assign work for pupils to do.</p>	Chalk board Illustrations	<p>URBANIZATION</p> <p>Urbanization is defined as the rise in the population in the urban areas of a country relative to the small towns. NB: <i>this has led to the expansion and development of towns and cities.</i></p> <p>CAUSES OR REASONS OF URBANIZATION.</p> <ol style="list-style-type: none"> 1. The natural increase in population in the towns and cities. 2. The existing of better education facilities in urban centres 3. Rural-urban drift due to poor development in the rural areas. 4. The existence of employment opportunities in the urban areas 5. Due to commercial activities like trading, baking etc in the urban areas. <p>THE EFFECT OF URBANIZATION.</p> <ol style="list-style-type: none"> 1. Overpopulation in the urban areas 2. There is pressure on social amenities in the urban areas in the face of increasing population 3. Development of slums 4. Unemployment 5. Proliferation of social vices 6. Environmental pollution as human activities increase <p>DIMENSION</p> <p>Application of knowledge.</p>	<p>Pupils to answer the following questions.</p> <ol style="list-style-type: none"> 1. What is Urbanization? 2. State four causes of Urbanization. <p>REMARKS</p>

