

WHAT 0757478868 RATIONALIZED 2026 T123 SCHEME OF WORK LESSON

PLANS, RECORD OF WORK, LATEST EXAM SERIES TERM 3 JESMA,

COMPASS , SIGNAL ETC 2026 GRADE 8 RATIONALISED AGRICULTURE AND NUTRITION LESSON PLANS - TERM 3

2026 GRADE 9 RATIONALIZED INTEGRATED SCIENCE LESSON PLANS - TERM 3

WEEK 1

Lesson 1

SCHO OL	LEARNING AREA	GRAD E	ROL L	TIM E
	Integrated Science	9		

STRAND: LIVING THINGS AND THEIR ENVIRONMENT **SUB-STRAND:**

The Interdependence of Life - Components of the Environment & Competition **SPECIFIC LEARNING OUTCOMES:** By the end of the lesson, the learner should be able to:

- Define ecosystem, ecology, and environment.
- Identify biotic and abiotic components of an ecosystem.
- Show interest in the interactions within ecosystems. **KEY INQUIRY QUESTION(S):** What is an ecosystem? **LEARNING RESOURCES:**
- KLB Integrated Science Grade 9 Textbook (pg. 115-116)
- Digital resources, Charts of various ecosystems
- Reference books **ORGANISATION OF LEARNING:** Learners will work in groups to study diagrams and discuss concepts.

INTRODUCTION

The teacher will show a chart or a video of a local environment (like a forest or a pond) and ask learners to list everything they can see, both living and non-living. This will introduce the concept of an ecosystem.

LESSON DEVELOPMENT

Learners are guided in groups to:

- **STEP 1:** Study diagrams of different ecosystems (e.g., savanna, marine, forest).
- **STEP 2:** For each ecosystem, create two lists: one for all the living components (**biotic factors**) like plants and animals, and another for all the non-living components (**abiotic factors**) like water, soil, and sunlight.
- **STEP 3:** Use the textbook to define the terms **ecosystem**, **ecology**, and **environment**.
- **STEP 4:** Discuss the relationships between the organisms they have listed. This will lead to the concept of **competition**, where different organisms require the same limited resources (like food, water, or space).

CONCLUSION

The teacher will summarize the definitions and reinforce the difference between biotic and abiotic components. Each group will share one example of competition they identified in the ecosystems they studied.

EXTENDED ACTIVITIES

Learners to observe a small area around their home or school (like a patch of grass or a flowerbed) and list the biotic and abiotic components they can find.

REFLECTION ON THE LESSON

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Lesson 2

SCHO OL	LEARNING AREA	GRAD E	ROL L	TIM E
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