**SCHEMES OF WORK**

**SCHOOL: ………………………………………………………………………………………………………………**

**GRADE: GRADE EIGHT**

**LEARNING AREA: SOCIAL STUDIES**

**TERM 1 YEAR: 2024**

**TEACHER’S NAME: ……………………………………………….… TSC NO……………………………………**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | LearningResources  | Assessment Methods | Ref |
| 1 |  | **OPENING** | **AND** | **RECEIVING** | **LEARNERS** |  |  |  |  |
| 2 | **1** | ***SOCIAL STUDIES AND PERSONAL MANAGEMENT*** | PERSONAL GOAL SETTING | By the end of the lesson, the learner should be able to:1. Describe personal life goals in relation to choice of careers I social studies for self-motivation.
2. Apply different ways of self-improvement for the attainment of social studies career life goals.
3. Display values for the achievement of social studies life goals.
 | The learner is guided to:1. Use digital devices to search and discuss the meaning of the term life goals.
2. Visualize and share a depiction of themselves in 15 years’ time enjoying some of their life goals.
3. Discuss how he or she can improve themselves to attain life goals through social studies.
4. Think pair share values needed for the achievement of personal life goals.
 | How can I improve myself to achieve my life goals? | * Pictures
* Digital devices
* Charts
* Realia
* Computing devices

*Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 1* | *Oral questions Oral Report Observation* |  |
|  | **2** | ***SOCIAL STUDIES AND PERSONAL MANAGEMENT*** | Building self esteem | By the end of the lesson, the learner should be able to:1. Explain factors that influence self-esteem in day to day life.
2. Explore ways of building a healthy self-esteem for promotion of social cohesion.
3. Exhibit healthy self-esteem in social interactions.
4. Embrace values that enhance healthy self-esteem in day to day life.
 | Individually, in groups or in pairs, learners are guided to: * 1. Use digital devices or print sources to search for factors that affect self-esteem and make a presentation.
1. Discuss how to deal with factors that negatively influence self-esteem and present in class
2. Watch relevant video clips on building healthy esteem and share the experiences in class.
3. Reflect and journalize an action plan for improving self-esteem.
 | What influence my self-esteem? | * Photographs
* Pictures
* Video clips
* Maps
* Charts
* Realia
* Computing devices

*References* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 2** Digital devices
* Flashcards
* Draw charts
 | *Oral questions Oral Report Observation* |  |
|  | **3** | ***SOCIAL STUDIES AND PERSONAL MANAGEMENT*** | Emotional care | By the end of the lesson, the learner should be able to:1. Describe ways of dealing with difficult emotions in daily life.
2. Explore real life situations that require emotional intelligence in day to day interactions.
3. Exhibit emotional intelligence in real life scenarios.
4. Appreciate emotional intelligence in real life situations.
 | Individually, in groups or in pairs, learners are guided to: 1. Brainstorm the meaning of emotional intelligence.
2. Discuss and share examples of difficult emotions in life.
3. Think pair share emotional experiences from religious documents.
4. Role play ways of dealing with difficult emotions.
5. Use digital devices or print sources to search for meaning of emotional intelligence and make a presentation.
 | What emotions do we struggle with? | * Pictures
* Video clips
* Realia
* Computing devices

*Reference:**KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 3** Digital devices
* Flashcards

Draw charts  | *Oral questions Oral Report Observation* |  |
|  | **4** | ***SOCIAL STUDIES AND PERSONAL MANAGEMENT*** | Healthy coping mechanisms | By the end of the lesson, the learner should be able to:1. Describe social political challenges associated with stress management in life.
2. Explain effects of unmanaged stress in life.
3. Exhibit positive ways of managing stress in different situations.
4. Apply values necessary for managing stress positively in life.
 | Individually, in groups or in pairs, learners are guided to: 1. Use digital devices to search for the meaning of stress management and related terms.
2. Share social political challenges associated with stress management.
3. Create and act skits on stress arising from purchase process at shops/retail outlets, illustrating some good practices of shopping.
4. Role play the effects of unmanaged stress in their life and discuss the experiences in class.
5. Watch relevant video clips on ways of managing stress and share the experiences in class.
6. Reflect and consider some of the personal issues that cause stress in their day to day life ,do a plan on how to manage them and journal in notebooks.
 | How can I manage my stress*?* | * Photographs
* Pictures
* Video clips
* Charts
* Computing devices

*References* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 4* | *Oral questions Oral Report Observation* |  |
| 3 | **1** | ***SOCIAL STUDIES AND PERSONAL MANAGEMENT*** | Managing stress  | By the end of the lesson, the learner should be able to:a. Describe social political challenges associated with stress management in life.b. Explain effects of unmanaged stress in life.c. Exhibit positive ways of managing stress in different situations.d. Apply values necessary for managing stress positively in life. | Individually, in groups or in pairs, learners are guided to: 1. Use digital devices to search for the meaning of stress management and related terms.
2. Share social political challenges associated with stress management.
3. Create and act skits on stress arising from purchase process at shops/retail outlets, illustrating some good practices of shopping.
4. Role play the effects of unmanaged stress in their life and discuss the experiences in class.
5. Watch relevant video clips on ways of managing stress and share the experiences in class.
6. Reflect and consider some of the personal issues that cause stress in their day to day life, do a plan on how to manage them and journal in notebooks.
7. Engage in an activity that helps manage stress positively e.g. sport, dance and meditation
 | How can I manage my stress*?* | * Photographs
* Pictures
* Video clips
* Charts
* Computing devices

*References* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 6* |  | Healthy coping mechanisms |
|  | **2** | **SOCIAL STUDIES AND PERSONAL MANAGEMENT** | **Resilience** | By the end of the lesson, the learner should be able to:1. Describe situations the require resilience in day to day life.
2. Manifest characteristics of a resilient person in society.
3. Exhibit values that enhance effectiveness in resilience in life.
4. Uphold resilience in daily interactions.
 | Individually, in groups or in pairs, learners are guided to: 1. Use digital devices to search for the meaning of resilience and brainstorm the circumstances that require resilience in real life situations and share in class.
2. Story-tell how resilience has been employed in their circumstances.
3. Brainstorm the characteristics of a resilient person and make a class presentation.
4. Create and act skits on that brings out values that enhance effectiveness in resiliency and share experience in class.
5. Watch relevant video clips on ways of building resilience in different situations and carry out a peer critique in class.
6. Reflect and take stock of moments in day to day life where they can apply resilience and journal in notebooks.
 | How can one express emotions positively? | PhotographsPicturesVideo clipsMapsChartsRealiaComputing devices*References* KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 7 | *Oral questions Oral Report Observation* |  |
|  | **3** | **SOCIAL STUDIES AND PERSONAL MANAGEMENT** | **Resilience** | By the end of the lesson, the learner should be able to:1. Describe situations the require resilience in day to day life.
2. Manifest characteristics of a resilient person in society.
3. Exhibit values that enhance effectiveness in resilience in life.
4. Uphold resilience in daily interactions.
 | Individually, in groups or in pairs, learners are guided to: 1. Use digital devices to search for the meaning of resilience and brainstorm the circumstances that require resilience in real life situations and share in class.
2. Story-tell how resilience has been employed in their circumstances.
3. Brainstorm the characteristics of a resilient person and make a class presentation.
4. Create and act skits on that brings out values that enhance effectiveness in resiliency and share experience in class.
5. Watch relevant video clips on ways of building resilience in different situations and carry out a peer critique in class.
6. Reflect and take stock of moments in day to day life where they can apply resilience and journal in notebooks.
 | How can one express emotions positively? | PicturesVideo clipsMapsChartsRealiaComputing devices*Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 9* | *Oral questions Oral Report Observation* |  |
|  | **4** | **SOCIAL STUDIES AND PERSONAL MANAGEMENT** | R**isky behaviour**  | By the end of the lesson, the learner should be able to:1. Describe risky behaviour in day to day life.
2. Choose good over risky behaviour in society.
3. Portray values associated with avoidance of risky behaviour in social interactions
4. Appreciate avoidance of risky behaviour for personal and social wellbeing.
 | Individually, in groups or in pairs, learners are guided to: 1. Use digital devices to search for the meaning and examples of risky behaviour in their day to day life and make a presentation in class.
2. Interview an invited resource person to talk about risky behaviour in their day to day life.
3. Create and act out skits portraying values that contribute to effective avoidance of risky behaviour in their day to day life and share their experiences.
4. Prepare summary points that could be used to facilitate a talk on avoiding risky behaviour as a young person in school.
5. Do an adult of own behaviour classify any risky mannerism make a plan to overcome it, and share with peers in class.
 | Why avoidance of risky behaviour beneficial to life? | PhotographsPicturesVideo clipsMapsComputing devicesReference *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 10* | *Oral questions Oral Report Observation* |  |
| 4 |  | **REVISION FOR** |  | CAT | ONE |  |  |  |  |
| 5 |  |  |  | CAT 1 ASSESSMENTS  |  |  |  |  |  |
| 6 | **1** | **SOCIAL STUDIES AND PERSONAL MANAGEMENT** | R**isky behaviour**  | By the end of the lesson, the learner should be able to:1. Describe risky behaviour in day to day life.
2. Choose good over risky behaviour in society.
3. Portray values associated with avoidance of risky behaviour in social interactions
4. Appreciate avoidance of risky behaviour for personal and social wellbeing.
 | Individually, in groups or in pairs, learners are guided to: 1. Use digital devices to search for the meaning and examples of risky behaviour in their day to day life and make a presentation in class.
2. Interview an invited resource person to talk about risky behaviour in their day to day life.
3. Create and act out skits portraying values that contribute to effective avoidance of risky behaviour in their day to day life and share their experiences.
4. Prepare summary points that could be used to facilitate a talk on avoiding risky behaviour as a young person in school.
5. Do an adult of own behaviour classify any risky mannerism make a plan to overcome it, and share with peers in class.
 | How can one avoid risky behaviours in their day to day life? | PhotographsPicturesVideo clipsMapsComputing devicesReference *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 11* | *Oral questions Oral Report Observation* |  |
|  | **2** | SOCIAL STUDIES AND PERSONAL MANAGEMENT | Psychometric assessments | By the end of the lesson, the learner should be able to:1. Describe psychometric assessments used in day to day life
2. Administer own psychometric tests correctly for valid outcomes.
3. Interpret the results of psychometric tests as used in day to day life
4. Appreciate psychometric tests in understanding self and others.
 | Individually, in groups or in pairs, learners are guided to:1. Use digital devices to search for the meaning and uses of psychometric tests. (personality tests, aptitude tests, emotional intelligence tests and career tests)
2. Use digital devices to search and analyze different psychometric tests.
3. Research and discuss the procedures of administering personality tests for valid outcomes and make presentations.
4. In pairs apply appropriate psychometric tests for individual understanding make interpretations and share the results.
5. Watch video clips on administering and interpreting psychometric tests.
 | How does one benefit from psychometric tests in day to day life? | KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 12PhotographsPicturesMapsChartsRealiaComputing devices | *Oral questions Oral Report Observation* |  |
|  | **3** | SOCIAL STUDIES AND PERSONAL MANAGEMENT | Psychometric assessments Interpretation | By the end of the lesson, the learner should be able to:1. Describe psychometric assessments used in day to day life
2. Administer own psychometric tests correctly for valid outcomes.
3. Interpret the results of psychometric tests as used in day to day life
4. Appreciate psychometric tests in understanding self and others.
 | Individually, in groups or in pairs, learners are guided to:1. Use digital devices to search for the meaning and uses of psychometric tests. (personality tests, aptitude tests, emotional intelligence tests and career tests)
2. Use digital devices to search and analyze different psychometric tests.
3. Research and discuss the procedures of administering personality tests for valid outcomes and make presentations.
4. In pairs apply appropriate psychometric tests for individual understanding make interpretations and share the results.
5. Watch video clips on administering and interpreting psychometric tests.
 | How do I interpret different psychometric tests in day to day life? | KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 13PhotographsPicturesMapsChartsRealiaComputing devices | *Oral questions Oral Report Observation* |  |
|  | **4** | Early Man | The origin of early manMythical theoryCreation theoryEvolution theory | By the end of the lesson, the learner should be able toExplain the origin of man as given in the mythical theory, creation and evolution theory | Discussions on the origin of manAsking and answering questionsNote taking | Why is Africa the cradle of humanity? | PhotographsStudents bookPicturesHandoutsTeachers guide bookChartsmaps *Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 14-15* | *Oral questions Oral Report Observation* |  |  |
| 7 |  | REVISION AND |  | MIDTERM EXAMS |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |
| 8 | **1** | Early man | Evolution of ManMeaning of evolutionStages in the evolution of manAegyptopitismDryopitr | By the end of the lesson, the learner should be able toexplain and identify the stages through which a man evolvedAegytopithecus Dryopithecus  | Explaining the stages of evolutionDiscussing time different features of man at each stageAsking and answering questionNote taking | Why is Africa the cradle of humanity? | Maps Students bookTeachers guideHand outsChartsMapsPictures *Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 16-17* | *Oral questions Oral Report Observation* |  |  |
|  | **2** | Early man | Kenyapithecus (Kenya ape) and Ramapithecus (Asian Ape)Australopithecus  | By the end of the lesson, the learner should be able toIdentify and explain the stages through which man evolved i.ekenyapithecusRamapithecusAustralopithecus | Explaining the stages of evolutionDiscussingDescribing Answering questionsAsking questions | Why is Africa the cradle of humanity? | ChartsStudents bookPhotographsPicturesHand outs*Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 18* | *Oral questions Oral Report Observation* |  |  |
|  | **3** | Early man | Evolution of manHomohabilis (handy man)Homo Erectures (upright man) | By the end of the lesson, the learner should be able toExplain the stages through which man evolved i.e homohabilis and erectus | ExplanationDiscussingDescribingQuestions and answers | Why is Africa the cradle of humanity? | ChartPicturesStudents bookTeachers bookRealiaHand outs *Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg.19-21* | *Oral questions Oral Report Observation* |  |  |
|  | **4** | Early Man | Homo Sapies( intelligent manRhodesium manNeanderthan manCro-magnion | By the end of the lesson, the learner should be able toState characteristics of Homo sapies, Rhodesium, cro-magnonExplain the stages through which man evolved | ExplanationsDiscussionsQuestions and answers | Why is Africa the cradle of humanity? | Text bookMapsPictures/photographsDocumentsHandoutsResource person*Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 22-25* | *Oral questions Oral Report Observation* |  |  |
| 9 | **1** | Early man | Evolution of manHomo sapiens | By the end of the lesson, the learner should be able toExplain the stages through which man evolved 1.e Homo Sapiens, SapiensState the characteristics of Homo Sapiens-Sapiens | Drawing a picture of Homo sapiens sapiensNote takingExplaining the characteristics of Homo Sapiens Sapiens | Why is Africa the cradle of humanity? | MapsPhotographsStudents bookTeachers guide Revision Resource personDocumentsRealia *Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 26-32* | *Oral questions Oral Report Observation* |  |  |
|  | **2** | Early man | Cultural and economic practices of early manEarly stone age/ lower paleolithition and 2nd phase | By the end of the lesson, the learner should be able toExplain the cultural and economic practices of man during the milestone age | ExplanationsDiscussionsNote takingAsking and answering questions | Why is Africa the cradle of humanity? | Students bookChartsRealiaPicturesDocumentariesGateway revisionResource personViews pagesCuttings *Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 33-35* | *Oral questions Oral Report Observation* |  |  |
|  | **3** | Early man | Middle stone age/middle Paleolithic use and 2nd phases | By the end of the lesson, the learner should be able toExplain the cultural and economic practices of man during the late stone ageExplain the economic practices of man during their stage | Explaining the cultural and economic practices of early man in middle stone ageDiscussionsNote takingAsking and answering questions | Why is Africa the cradle of humanity? | MapsPhotographsStudents bookRealieResource personDocumentaryNewspaper cuttingsHand outsPictures*Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 36-38* | *Oral questions Oral Report Observation* |  |  |
|  | **4** | Early man | The late stone age/upper Paleolithic 15,000-8,000 years ago | By the end of the lesson, the learner should be able toExplain the cultural and economic practices of man during the late stone ageExplain the economic practices of man during their stage | ExplanationDiscussionsNote takingAsking questions and answering questions | Why is Africa the cradle of humanity? | MapsPhotographsStudents bookRealieResource personDocumentaryNewspaper cuttingsHand outsPictures *Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 39-40* | *Oral questions Oral Report Observation* |  |  |
| 10 | **1** | Early Man | The origin of early manMythical theoryCreation theoryEvolution theory | By the end of the lesson, the learner should be able toExplain the origin of man as given in the mythical theory, creation and evolution theory | Discussions on the origin of manAsking and answering questionsNote taking | Why is Africa the cradle of humanity? | PhotographsStudents bookPicturesHandoutsTeachers guide bookChartsmaps *Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 41-44* | *Oral questions Oral Report Observation* |  |  |
|  | **2** | Early man | Evolution of ManMeaning of evolutionStages in the evolution of manAegyptopitismDryopitr | By the end of the lesson, the learner should be able toexplain and identify the stages through which a man evolvedAegytopithecus Dryopithecus  | Explaining the stages of evolutionDiscussing time different features of man at each stageAsking and answering questionNote taking | Why is Africa the cradle of humanity? | Maps Students bookTeachers guideHand outsChartsMapsPictures*Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 45-47* | *Oral questions Oral Report Observation* |  |  |
|  | **3** | Early man | Kenyapithecus (Kenya ape) and Ramapithecus (Asian Ape)Australopithecus  | By the end of the lesson, the learner should be able toIdentify and explain the stages through which man evolved i.ekenyapithecusRamapithecusAustralopithecus | Explaining the stages of evolutionDiscussingDescribing Answering questionsAsking questions | Why is Africa the cradle of humanity? | ChartsStudents bookPhotographsPicturesHand outs*Reference* *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 48-50* | *Oral questions Oral Report Observation* |  |  |
|  | **4** | Early man | Evolution of manHomohabilis (handy man)Homo Erectures (upright man) | By the end of the lesson, the learner should be able toExplain the stages through which man evolved i.e homohabilis and erectus | ExplanationDiscussingDescribingQuestions and answers | Why is Africa the cradle of humanity? | ChartPicturesStudents bookTeachers bookRealiaHand outs*KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 51* | *Oral questions Oral Report Observation* |  |  |
| 11 | **1** | Early Man | Homo Sapies( intelligent manRhodesium manNeanderthan manCro-magnion | By the end of the lesson, the learner should be able toState characteristics of Homo sapies, Rhodesium, cro-magnonExplain the stages through which man evolved | ExplanationsDiscussionsQuestions and answers | Why is Africa the cradle of humanity? | Text bookMapsPictures/photographsDocumentsHandoutsResource person*KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 52* | *Oral questions Oral Report Observation* |  |  |
|  | **2** | Early man | Evolution of manHomo sapiens | By the end of the lesson, the learner should be able toExplain the stages through which man evolved 1.e Homo Sapiens, SapiensState the characteristics of Homo Sapiens-Sapiens | Drawing a picture of Homo sapiens sapiensNote takingExplaining the characteristics of Homo Sapiens Sapiens | Why is Africa the cradle of humanity? | MapsPhotographsStudents bookTeachers guide Revision Resource personDocumentsRealia *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 53* | *Oral questions Oral Report Observation* |  |  |
|  | **3** | Early man | Cultural and economic practices of early manEarly stone age/ lower paleolithition and 2nd phase | By the end of the lesson, the learner should be able toExplain the cultural and economic practices of man during the milestone age | ExplanationsDiscussionsNote takingAsking and answering questions | Why is Africa the cradle of humanity? | Students bookChartsRealiaPicturesDocumentariesGateway revisionResource personViews pagesCuttings *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 54* | *Oral questions Oral Report Observation* |  |  |
|  | **4** | Early man | Middle stone age/middle Paleolithic use and 2nd phases | By the end of the lesson, the learner should be able toExplain the cultural and economic practices of man during the late stone ageExplain the economic practices of man during their stage | Explaining the cultural and economic practices of early man in middle stone ageDiscussionsNote takingAsking and answering questions | Why is Africa the cradle of humanity? | MapsPhotographsStudents bookRealieResource personDocumentaryNewspaper cuttingsHand outsPictures*KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 55* | *Oral questions Oral Report Observation* |  |  |
| 12 | **1** | Early man | The late stone age/upper Paleolithic 15,000-8,000 years ago | By the end of the lesson, the learner should be able toExplain the cultural and economic practices of man during the late stone ageExplain the economic practices of man during their stage | ExplanationDiscussionsNote takingAsking questions and answering questions | Why is Africa the cradle of humanity? | MapsPhotographsStudents bookRealieResource personDocumentaryNewspaper cuttingsHand outsPictures *KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 56* | *Oral questions Oral Report Observation* |  |  |
|  | **2** | Early Man | The origin of early manMythical theoryCreation theoryEvolution theory | By the end of the lesson, the learner should be able toExplain the origin of man as given in the mythical theory, creation and evolution theory | Discussions on the origin of manAsking and answering questionsNote taking | Why is Africa the cradle of humanity? | PhotographsStudents bookPicturesHandoutsTeachers guide bookChartsMaps*KLB: Top Scholar; Social Studies Learner’s Book Grade 8 pg. 57* | *Oral questions Oral Report Observation* |  |  |
| 13-14 | **ASSESSMENT AND CLOSSING** |