

RATIONALISED SCHEMES OF WORK



SOCIAL STUDIES

GRADE 8

TERM 3

TEACHER'S NAME.....

TSC NUMBER.....

SCHOOL.....

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	Natural and Historic Built Environm ents	Historical Sites and Monuments in Africa- locating selected historical sites (fort Jesus, Kilwa)	By the end of the lesson, the learner should be able to: a. locate selected historical sites and monuments in Africa, b. draw a map of Africa and indicate the selected historical site and monument c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	What are the locations of various historical sites and monuments?	Learner is guided to: use digital or print resources to trace selected historical sites and monuments in Africa (<i>Fort Jesus, Kilwa</i>) and present in class, draw a map of Africa and indicate the selected historical sites and monuments and share in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145 Moran SST. Grd 8 P.B. Pg.166-169	Oral questions Observations Written tests Project	
	2	Natural and Historic Built Environm ents	Great Zimbabwe, Giza pyramids	By the end of the lesson, the learner should be able to: a. identify and locate selected historical sites and monuments in Africa, b. draw a map of Africa and indicate the selected historical site and monument c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	What are the locations of various historical sites and monuments?	Learner is guided to: ● use digital or print resources to trace selected historical sites and monuments in Africa (<i>Great Zimbabwe, Giza pyramids</i>) and present in class, ● draw a map of Africa and indicate the selected historical sites and monuments and share in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145 Moran SST. Grd 8 P.B. Pg.166-169	Oral questions Observations Written tests Project	
	3	Natural and Historic Built Environm ents	Meroe, Timbuktu	By the end of the lesson, the learner should be able to: a. locate selected historical sites and monuments in Africa, b. draw a map of Africa and indicate the selected historical site and monument c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	What are the locations of various historical sites and monuments?	Learner is guided to: ● use digital or print resources to trace selected historical sites and monuments in Africa (<i>Meroe, Timbuktu</i>) and present in class, ● draw a map of Africa and indicate the selected historical sites and monuments and share in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145 Moran SST. Grd 8 P.B. Pg.166-169	Oral questions Observations Written tests Project	

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	4	Natural and Historic Built Environm ents	Robben island	By the end of the lesson, the learner should be able to: a. locate selected historical sites and monuments in Africa, b. draw a map of Africa and indicate the selected historical site and monument c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	What are the locations of various historical sites and monuments?	Learner is guided to: ● use digital or print resources to trace selected historical sites and monuments in Africa (<i>Robben Island</i>) and present in class, ● draw a map of Africa and indicate the selected historical sites and monuments and share in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.144-145 Moran SST. Grd 8 P.B. Pg.166-169	Oral questions Observations Written tests Project	
2	1	Natural and Historic Built Environm ents	Importance of historical sites and monuments	By the end of the lesson, the learner should be able to: a. list some of the historical sites and monuments. b. examine the importance of historical sites and monuments for the preservation of cultural heritage, c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	What are the importance of historical sites and monuments?	Learner is guided to: ● develop the skill of constructive dialogue as they brainstorm in groups on the importance of historical sites and monuments in Africa and share in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.146-147 Moran SST. Grd 8 P.B. Pg.170-171	Oral questions Observations Written tests Project	
	2	Natural and Historic Built Environm ents	Importance of historical sites and monuments	By the end of the lesson, the learner should be able to: a. explain the importance of historical sites and monuments for the preservation of cultural heritage, b. make posters on the importance of historical sites and monuments c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	What are the importance of historical sites and monuments?	Learner is guided to: ● develop the skill of constructive dialogue as they brainstorm in groups on the importance of historical sites and monuments in Africa and share in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.146-147 Moran SST. Grd 8 P.B. Pg.170-171	Oral questions Observations Written tests Project	

	3	Natural and Historic Built Environm ents	Ways of conserving historical sites and monument in Africa	By the end of the lesson, the learner should be able to: a. state some of the ways we can use to conserve historical sites and monuments b. explore ways of conserving historical sites and monuments in Africa, c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	Why should we conserve historical sites and monuments?	Learner is guided to: ● work harmoniously in groups, and use print resources to find out ways of conserving historical sites and monuments and present them in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.148-149 Moran SST. Grd 8 P.B. Pg.171-172	Oral questions Observations Written tests Project	
	4	Natural and Historic Built Environm ents	Ways of conserving historical sites and monument in Africa	By the end of the lesson, the learner should be able to: a. Suggests ways of conserving historical sites and monuments in Africa, b. Examine locally available materials that be used in conservation. c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	Why should we conserve historical sites and monuments?	Learner is guided to: ● work harmoniously in groups, and use print resources to find out ways of conserving historical sites and monuments and present them in class,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.148-149 Moran SST. Grd 8 P.B. Pg.171-172	Oral questions Observations Written tests Project	
3	1	Natural and Historic Built Environm ents	Conservation of historical sites and monument in the locality	By the end of the lesson, the learner should be able to: a. highlight strategies for conserving historical sites. b. design strategies of overcoming challenges to creative thinking in conserving cultural heritage, c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	Why should we conserve historical sites and monuments?	Learner is guided to: ● discuss ways of applying creative thinking in preserving cultural heritage ● demonstrate love for their own community as they exchange new ideas in designing strategies to overcoming challenges in creative thinking preserving cultural heritage and share,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.150-152 Moran SST. Grd 8 P.B. Pg.173-174	Oral questions Observations Written tests Project	

	2	Natural and Historic Built Environments	Conservation of historical sites and monument in the locality	By the end of the lesson, the learner should be able to: a. apply strategies of overcoming challenges to creative thinking in conserving cultural heritage, b. conserve historical sites and monuments in the locality c. value conservation of historical sites and monuments in the locality in promoting cultural heritage.	Why should we conserve historical sites and monuments?	Learner is guided to: ● discuss ways of applying creative thinking in preserving cultural heritage ● demonstrate love for their own community as they exchange new ideas in designing strategies to overcoming challenges in creative thinking preserving cultural heritage and share,	Digital resources, Maps, Photographs and pictures of historical sites, Moran SST. Grd 8 T.G. Pg.150-152 Moran SST. Grd 8 P.B. Pg.173-174	Oral questions Observations Written tests Project	
	3	POLITICAL DEVELOPM ENTS AND GOVERNA NCE	The constitution of Kenya- component of the Kenyan constitution	By the end of the lesson, the learner should be able to: a. list the components of the constitution of Kenya. b. explore the components of the Constitution of Kenya, c. appreciate the importance of the constitution of Kenya.	Why do we need a constitution?	Learner is guided to: ● in groups discuss the components of the Constitution of Kenya,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.153-155 Moran SST. Grd 8 P.B. Pg.175-177	Oral questions Observations Written tests	
	4	POLITICAL DEVELOPM ENTS AND GOVERNA NCE	Roles of the three arms of government – executive and judiciary	By the end of the lesson, the learner should be able to: a. identify the three arms of the government. b. illustrate the roles of the executive and judiciary arms of government of Kenya in reference to the relevant chapters in the Constitution, c. appreciate the importance of the three arms of Government.	What is the role of the three arms of government?	Learner is guided to: ● work harmoniously in groups to create charts showing the three arms of government, their roles and interrelationships, and display them,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.155-157 Moran SST. Grd 8 P.B. Pg.177-179	Oral questions Observations Written tests	

4	1	POLITICAL DEVELOPMENTS AND GOVERNANCE	Legislature	By the end of the lesson, the learner should be able to: a. describe the legislative arm of the government. b. illustrate the roles of the legislature arm of government of Kenya in reference to the relevant chapters in the Constitution, c. appreciate the importance of the three arms of Government.	What is the role of the three arms of government?	Learner is guided to: ● work harmoniously in groups to create charts showing the three arms of government, their roles and interrelationships, and display them,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.155-157 Moran SST. Grd 8 P.B. Pg.177-179	Oral questions Observations Written tests	
	2	POLITICAL DEVELOPMENTS AND GOVERNANCE	Guiding principles of leadership and integrity in the constitution of Kenya	By the end of the lesson, the learner should be able to: a. define the terms leadership and integrity. b. examine the guiding principles of leadership and integrity in the Constitution of Kenya, c. Appreciate the principles on leadership and integrity in the constitution	Why is assertiveness important in adhering to the Constitution of Kenya?	Learner is guided to: ● display team spirit as they brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.158-159 Moran SST. Grd 8 P.B. Pg.180-182	Oral questions Observations Written tests	
	3	POLITICAL DEVELOPMENTS AND GOVERNANCE	Constitutional principles on leadership and integrity	By the end of the lesson, the learner should be able to: a. explain the constitutional principles on leadership and integrity. b. Apply the constitutional principles of leadership and integrity in daily interaction. c. Appreciate the principles on leadership and integrity in the constitution	Why is assertiveness important in adhering to the Constitution of Kenya?	Learner is guided to: ● display team spirit as they brainstorm in groups on the guiding principles of leadership and integrity in the Constitution of Kenya,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.159-161 Moran SST. Grd 8 P.B. Pg.182-183	Oral questions Observations Written tests	

	4	POLITICAL DEVELOPMENTS AND GOVERNANCE	Good leadership intended in chapter six of the constitution of Kenya	By the end of the lesson, the learner should be able to: a. Explain the principles of good leadership found in chapter 6 of the constitution of Kenya. b. apply assertiveness in the principles of leadership and integrity in daily interactions, c. exhibit good leadership intended in chapter six of the Constitution of Kenya	1. Why do we need a constitution? 2. Why is assertiveness important in adhering to the Constitution of Kenya?	Learner is guided to: ● reflect on situations in their past when they needed to be assertive and how it can be applied in upholding principles of leadership and integrity in daily interactions, ● develop critical and constructive dialogue as they debate on whether or not leaders in Kenya adhere to their constitutional responsibilities.	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.161-163 Moran SST. Grd 8 P.B. Pg.183-184	Oral questions Observations Written tests	
5	1	Human rights	Respect and protection of human rights in the community	By the end of the lesson, the learner should be able to: a. explain the meaning of human rights. b. explore how human rights can be respected and protected in the community, c. recognize the responsibility of the society in protecting human rights.	How can we promote respect for Children' Rights in the community?	Learner is guided to: ● foster fairness and justice among peers as they brainstorm on how human rights can be respected and protected in the community,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.164-166 Moran SST. Grd 8 P.B. Pg.185-187	Oral questions Observations Written tests	
	2	Human rights	Violation of children rights in society	By the end of the lesson, the learner should be able to: a. List ways in children rights are violated. b. investigate how children's rights are violated in society. c. recognize the responsibility of the society in protecting human rights.	How can we promote respect for Children' Rights in the community?	Learner is guided to: ● enhance communicating and collaborating skills within diverse group to perform a skit depicting ways in which children are protected against violation of their rights,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.166-168 Moran SST. Grd 8 P.B. Pg.187-190	Oral questions Observations Written tests	

	3	Human rights	Children's rights as stipulated in the children's Act 2022	By the end of the lesson, the learner should be able to: a. outline the Children's Rights in Kenya, b. analyze the rights of the child as stipulated in the children's act 2022 c. recognize the responsibility of the society in protecting human rights.	What is the children's act of 2022?	Learner is guided to: ● enhance the skill of finding extra information as they use print or digital resources to search and identify the rights of the child as stipulated in the Children's Act(recent)	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.169-170 Moran SST. Grd 8 P.B. Pg.190-191	Oral questions Observations Written tests	
	4	Human rights	Children's rights as stipulated in African charter on the rights and welfare of the children	By the end of the lesson, the learner should be able to: a. describe the African charter on the rights and welfare of the child. b. analyze the rights of the child as stipulated in the African charter on the rights and welfare of the child. c. recognize the responsibility of the society in protecting human rights.	What is contained in the African charter on the rights and welfare of the child?	Learner is guided to: ● enhance the skill of finding extra information as they use print or digital resources to search and identify the rights of the child as stipulated in the African Charter on the rights and welfare of the child,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.169-170 Moran SST. Grd 8 P.B. Pg.190-191	Oral questions Observations Written tests	
6	1	Human rights	Strategies that promote protection of human rights in society	By the end of the lesson, the learner should be able to: a. demonstrate ways in which children are protected against violation of their Rights in Kenya, b. design strategies that promote protection of human rights in society. c. recognize the responsibility of the society in protecting human rights.	How can effective communication foster respect for Human Rights?	Learner is guided to: ● exhibit the value of human dignity as they design an "issue tree" and use it to investigate the root causes, effects and possible solutions to the violation of human rights.	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.170-171 Moran SST. Grd 8 P.B. Pg.191-192	Oral questions Observations Written tests	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	2	Human rights	Strategies that promote protection of human rights in society	By the end of the lesson, the learner should be able to: a. list strategies that promote protection of human rights in society. b. explore how human rights can be respected and protected in the community, c. recognize the responsibility of the society in protecting human rights.	How can effective communication foster respect for Human Rights?	Learner is guided to: ● exhibit the value of human dignity as they design an “issue tree” and use it to investigate the root causes, effects and possible solutions to the violation of human rights.	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.170-171 Moran SST. Grd 8 P.B. Pg.191-192	Oral questions Observations Written tests	
	3		Actions to promote protection of human rights posterity	By the end of the lesson, the learner should be able to: a. describe the process of effective communication on human rights issues, b. Analyze actions to promote protection of human rights for posterity. c. recognize the responsibility of the society in protecting human rights.	What actions can be taken to promote protection of human rights posterity?	Learner is guided to: ● role-play scenarios that depict the process of effective communication on human rights issues,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.172-174 Moran SST. Grd 8 P.B. Pg.192-194	Oral questions Observations Written tests	

	4		Actions to promote protection of human rights posterity	By the end of the lesson, the learner should be able to: a. List ways we can protect human rights for posterity, b. take action to promote protection of human rights for posterity. c. recognize the responsibility of the society in protecting human rights.	What actions can be taken to promote protection of human rights posterity?	Learner is guided to: ● role-play scenarios that depict the process of effective communication on human rights issues,	The Constitution of Kenya, Citizenship Education Learners Activity Book Moran SST. Grd 8 T.G. Pg.172-174 Moran SST. Grd 8 P.B. Pg.192-194	Oral questions Observations Written tests	
7	1	Citizenship	Factors that promote African citizenship in the community	By the end of the lesson, the learner should be able to: a. define the term citizenship. b. Locate countries in Eastern African on a map. c. Show empathy to personalities who volunteer for addressing injustices in the society	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?	Learner is guided to: ● in groups discuss factors for harmonious coexistence among citizens in East Africa and Africa,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.176-177 Moran SST. Grd 8 P.B. Pg.195-197	Oral questions Observations Written tests	
	2	Citizenship	Factors that promote African citizenship	By the end of the lesson, the learner should be able to: a. State factors that promote African citizenship. b. explore factors that promote eastern African citizenship in the community. c. Show empathy to personalities who volunteer for addressing injustices in the society	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?	Learner is guided to: ● in groups discuss factors for harmonious coexistence among citizens in East Africa and Africa,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.177-179 Moran SST. Grd 8 P.B. Pg.197-199	Oral questions Observations Written tests	

	3	Citizenship	Qualities and responsibilities of a global citizen in the world today	By the end of the lesson, the learner should be able to: - describe qualities of a global citizen in the world today, - apply the qualities of a global citizen. - Show empathy to personalities who volunteer for addressing injustices in the society	- How can we promote global citizenship? - How can we show empathy as global citizens?	Learner is guided to: - brainstorm on qualities and responsibilities of a global citizen in the world today, - use print resources to find out the responsibilities of a global citizen,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.179-180 Moran SST. Grd 8 P.B. Pg.200-202	Oral questions Observations Written tests	
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	4	Citizenship	Qualities and responsibilities of a global citizen in the world today	By the end of the lesson, the learner should be able to: - describe responsibilities of a global citizen in the world today, - apply the responsibilities of a global citizen. - Show empathy to personalities who volunteer for addressing injustices in the society	- How can we promote global citizenship? - How can we show empathy as global citizens?	Learner is guided to: - use print resources to find out the responsibilities of a global citizen, - become aware about responsibilities of as global citizens in developing communication messages or posters on responsibilities of a global citizen in the world today,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.179-180 Moran SST. Grd 8 P.B. Pg.200-202	Oral questions Observations Written tests	
8	1	Citizenship	Response to injustices and unfair situations in the society – Wangari Maathai’s	By the end of the lesson, the learner should be able to: - describe Wangari Maathai’s biography. - explore ways in which Nobel Prize nominees responded to injustice situations in the society, (Wangari Maathai) - Show empathy to personalities who volunteer for addressing injustices in the society	- How can we promote global citizenship? - How can we show empathy as global citizens?	Learner is guided to: - discuss desirable characteristics of the Nobel Prize nominees - demonstrate tolerance expressing and understanding different viewpoints as they debate on differences and similarities about how (<i>Wangari Maathai</i> and <i>Mahatma Gandhi</i>) responded to injustice situations in society,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.181-183 Moran SST. Grd 8 P.B. Pg.202-204	Oral questions Observations Written tests	
	2		Mahatma Gandhi	By the end of the lesson, the learner should be able to: - Describe Mahatma Gandhi biography. - explore ways in which Nobel Prize nominees responded to injustice situations in the society, (Mahatma Gandhi) - Show empathy to personalities who volunteer for addressing injustices in the society	- How can we promote global citizenship? - How can we show empathy as global citizens?	Learner is guided to: - discuss desirable characteristics of the Nobel Prize nominees - demonstrate tolerance expressing and understanding different viewpoints as they debate on differences and similarities about how (<i>Wangari Maathai</i> and <i>Mahatma Gandhi</i>) responded to injustice situations in society,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.183-186 Moran SST. Grd 8 P.B. Pg.204-206	Oral questions Observations Written tests	

	3		Modelling Nobel prize nominees	By the end of the lesson, the learner should be able to: a. Identify locally available materials that can be used for modelling. b. Collect locally available materials for modelling. c. Show empathy to personalities who volunteer for addressing injustices in the society	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?	Learner is guided to: - discuss ways of modeling them - write an essay on the importance of empathy to personalities who volunteer to address injustices in society,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.187-188 Moran SST. Grd 8 P.B. Pg.206-207	Oral questions Observations Written tests		
	4		Modelling Nobel prize nominees	By the end of the lesson, the learner should be able to: a. Identify two Nobel prize nominees. b. Model the Nobel prize nominees to show a sense of responsibilities in addressing issues affecting that affect others. c. Show empathy to personalities who volunteer for addressing injustices in the society	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?	Learner is guided to: - discuss ways of modeling them - practice and sing the Eastern Africa (EAC) and African Union (AU) anthems, - in small groups translate the EAC and AU anthems into indigenous languages and sing in class.	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.187-188 Moran SST. Grd 8 P.B. Pg.206-207	Oral questions Observations Written tests		
9	1		Social entrepreneurship and active participation for personal and social well-being	By the end of the lesson, the learner should be able to: a. Describe social entrepreneurship. b. exhibit social entrepreneurship and active participation for personal and social wellbeing, c. Show empathy to personalities who volunteer for addressing injustices in the society	1. How can we promote global citizenship? 2. How can we show empathy as global citizens?	Learner is guided to: research on social entrepreneurship and active participation for personal and social wellbeing and write a report,	Photographs of the Nobel Prize nominees, Masking tapes, The Constitution of Kenya Moran SST. Grd 8 T.G. Pg.189-191 Moran SST. Grd 8 P.B. Pg.207-208	Oral questions Observations Written tests		
	2-4	END TERM ASSESSMENT/CLOSING								