

2024 SCHEME OF WORK

SOCIAL STUDIES

GRADE EIGHT

TERM 2

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 8	SOCIAL STUDIES	2	2024

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Community Service Learning Project	Identifying a problem or gap in the community	By the end of the lesson, the learner should be able to: a) Identify ways to determine the gaps or needs in the community. b) Identify one problem they intend to solve for the group Project. c) Develop a title for the project. d) Have a desire to learn more about community service learning project.	In groups or in pairs, learners are guided to identify ways to determine the gaps or needs in the community. In groups or in pairs, learners are guided to identify one problem they intend to solve for the group Project In groups or in pairs, learners are guided to develop a title for the project	How does one determine some gaps and needs in their community?	MTP; Social Studies Learner's Book Grade 8 pg. 81-82 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Community Service Learning Project	Planning to implement the solution to the identified problem.	By the end of the lesson, the learner should be able to: a) State the importance of making adequate preparations before starting a project. b) Write down the plan required to implement a solution. c) Create a checklist on the plan they have developed. d) Appreciate the importance of making adequate preparation before starting a project.	In groups or in pairs, learners are guided to state the importance of making adequate preparations before starting a project In groups or in pairs, learners are guided to write down the plan required to implement a solution In groups or in pairs, learners are guided to create a checklist on the plan they have developed	Why is it necessary to make adequate preparations before starting a project?	MTP; Social Studies Learner's Book Grade 8 pg. 82 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Community Service Learning Project	Implementing the plan for solving the identified problem.	By the end of the lesson, the learner should be able to: a) Discuss how to implement a plan of action. b) Draw a poster that contain guidelines on how to implement an action plan. c) Suggest ways they can engage the community in the project. d) Appreciate ways of solving an identified project.	In groups or in pairs, learners are guided to discuss how to implement a plan of action In groups or in pairs, learners are guided to draw a poster that contain guidelines on how to implement an action plan In groups or in pairs, learners are guided to suggest ways they can engage the community in the project.	What should we do to complete a project successfully?	MTP; Social Studies Learner's Book Grade 8 pg. 82-83 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

	4	Community Service Learning Project	Report of the concluded project.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify the effects of the project to the community. b) Discuss challenges one can face during the project. c) Examine ways one can deal with the challenges. d) Enjoy the project 	In groups or in pairs, learners are guided to identify the effects of the project to the community In groups or in pairs, learners are guided to discuss challenges one can face during the project In groups or in pairs, learners are guided to examine ways one can deal with the challenges.	What are the effects of the project to the community?	MTP; Social Studies Learner's Book Grade 8 pg. 83-86 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
2	1	Natural and Historic Built Environment.	Map reading and interpretation.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Explain the meaning of marginal information. b) Identify the elements of a map. c) Draw the map on learner's book 8 page 89 d) Appreciate the elements of a map. 	Individually, learners are guided to explain the meaning of marginal information. Individually, learners are guided to identify the elements of a map. Individually, learners are guided to draw the map on learner's book 8 page 89	What is a map?	MTP; Social Studies Learner's Book Grade 8 pg. 87-89 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Natural and Historic Built Environment	Map reading and interpretation.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Identify the elements of marginal information. b) Study the interlocking cards and match them. c) Draw the map on learner's book 8 page 92 d) Appreciate the elements of marginal information. 	Individually, learners are guided to identify the elements of marginal information. Individually, learners are guided to study the interlocking cards and match them. Individually, learners are guided to draw the map on learner's book 8 page 92	What are the elements of marginal information?	MTP; Social Studies Learner's Book Grade 8 pg. 90-93 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Natural and Historic Built Environment	Types and uses of scales on maps	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Explain the meaning of scale in maps. b) State the types of scales used on maps. c) Study the scales on page 94 and match each scale to its name. d) Appreciate the types of scales on maps. 	Individually, learners are guided to explain the meaning of scale in maps. Individually, learners are guided to state the types of scales used on maps. Individually, learners are guided to study the scales on page 94 and match each scale to its name.	What is a scale?	MTP; Social Studies Learner's Book Grade 8 pg. 93-95 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Natural and Historic Built Environment	Converting a statement scale to a representative fraction scale.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Outline the procedure of converting 	In pairs or individually, learners are guided to outline the procedure of converting statement scale to a representative fraction scale.	How do you statement scale to a representative fraction scale?	MTP; Social Studies Learner's Book Grade 8 pg. 95-96 Pictures	Oral questions Oral Report Observation	

				<p>statement scale to a representative fraction scale.</p> <p>b) Convert a statement scale to a representative fraction scale.</p> <p>c) Appreciate the importance of direct statement scales.</p> <p>d) Have fun and enjoy the calculations.</p>	<p>In pairs or individually, learners are guided to convert a statement scale to a representative fraction scale.</p>		<p>Charts Realia Computing devices</p>		
3	1	Natural and Historic Built Environment	Converting linear scale into representative fraction	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the procedure of converting linear scale into representative fraction.</p> <p>b) Convert linear scale into representative fraction.</p> <p>c) Enjoy the calculations.</p>	<p>In pairs or individually, learners are guided to outline the procedure of converting linear scale into representative fraction.</p> <p>In pairs or individually, learners are guided to convert linear scale into representative fraction.</p>	<p>How many centimeters equals one kilometer?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 96</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	2	Natural and Historic Built Environment	Convert representative fraction scale (RF) into linear scale.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the procedure of converting representative fraction scale into linear scale</p> <p>b) Convert representative fraction scale into linear scale.</p> <p>c) Enjoy the calculations.</p>	<p>In pairs or individually, learners are guided to outline the procedure of converting representative fraction scale into linear scale</p> <p>In pairs or individually, learners are guided to convert representative fraction scale into linear scale.</p>	<p>How do you convert linear scale into representative fraction scale?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 98-99</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Natural and Historic Built Environment	Determining distances and areas of places on a map using scales; Measuring distances on a topographical map	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the procedure of measuring distance along a straight line on a topographical map using a sheet of paper.</p> <p>b) Measure the distance along a straight line on a topographical map using a sheet of paper.</p> <p>c) Have fun and enjoy measuring distances.</p>	<p>In pairs or individually, learners are guided to outline the procedure of measuring distance along a straight line on a topographical map using a sheet of paper.</p> <p>In pairs or individually, learners are guided to measure the distance along a straight line on a topographical map using a sheet of paper.</p>	<p>What is a topographical map?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 99-100</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	