



Kingdom of Lesotho
Ministry of Education and Training

GRADE 8 SOCIAL SCIENCES SYLLABUS 2019



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1. INTRODUCTION

The **National Curriculum Development Centre** (NCDC) in collaboration with the **Examination Council of Lesotho** (ECOL), National Task Teams/Panels, teacher training institutions, teacher associations, policy makers and educators in Lesotho identified the need for a new Curriculum that would respond to the changing demands of the education sector.

Two major developments have been the move by the country to the universal and compulsory Basic Education and the launch of the **Curriculum and Assessment Policy 2009 (*Education for Individual and Social Development*)** which advocates for integrated Basic Education Curriculum that permits persons with a wide range of abilities to benefit from educational provision at this level. The decision to implement programmes to achieve Universal Basic Education and integrated curriculum is based on an understanding that the country needs a well-educated and trained labour force for an increasingly competitive global environment. A sound secondary education foundation is imperative for further education and training and for entry in the world of work.

The Social Science is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond Lesotho. The main focus of this Social Science is derived from the aspirations of regional governments and the Basotho community which acknowledge that education is the route to healthy democracies and sustainable development. The curriculum is therefore integrated and encompasses the knowledge, skills, values and attitudes, and attributes expected of secondary schools graduates by the Lesotho Governments. Some of these knowledge, skills, attitudes, values and attributes or competencies are generic and cut across all contributing subjects, namely: **Anthropology, Sociology, Global Citizenship Education, History, Human Rights Education, Peace Education, Civics, Economics, Geography, Development Studies, Religious Education, Health and Physical Education, Life Skills Based Sexuality Education (LBSE) and Financial Education.**

2. RATIONALE

The study of human society is a complex one. It involves a study of the network of social relations. Understanding society requires inputs from a number of subjects. Hence, the syllabus of the Social Science attempts at taking an integrated approach, drawing upon the knowledge inputs from numerous disciplines.

The inclusion of the Social Sciences in the school curriculum is influenced by the premise that an understanding of self, family, community, region and the world, will

foster an appreciation of self and the environment. Learners will be sensitised to the need to respect themselves and others irrespective of ethnicity, status, belief, gender or class.

The syllabus aims to equip young adults with the knowledge, skills, attitudes and values that would enable them to develop competencies to negotiate the increasingly complex and dynamic global environment in which they live and work. The approach to the delivery of the subject is interdisciplinary, drawing from a variety of other disciplines including **Anthropology, Sociology, Global Citizenship Education, History, Human Rights Education, Peace Education, Civics, Economics, Geography, Development Studies, Religious Education, Health and Physical Education, Life Skills Based Sexuality Education (LBSE) and Financial Education**, and explores the interaction between individuals and their physical and socio-cultural environment.

The syllabus seeks to instil and promote views of the Ideal Mosotho as articulated by the ***Curriculum and Assessment Policy 2009*** (Philosophy of Education). To this end the syllabus contains objectives and content intended to transform and improve learners' social responsibility, personal management skills and foster a positive work ethic.

The Social Science seeks to enable the learners to gain knowledge and understanding of the historical, socio-cultural, religious, economic, political and physical aspects of society. It helps them acquire important values and prepares them to grow as responsible citizens. It motivates the learners to effectively participate in and contribute to the process of nation building and development.

3. AIMS

The curriculum hinges on the realisation that teaching and learning are essential instruments for the development of autonomous individuals who will be able to function effectively as productive members of society. In this regard, the curriculum has identified knowledge, skills, attitudes, values and attributes or competencies that learners who complete this syllabus should have attained. These include:

- a positive image of self, family, community, region and world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;
- an abhorrence of violence and corruption in all its forms and commitment to settle disputes through arbitration and conciliation;
- readiness to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;

- commitment to ethical and moral societies that recognise equality of opportunity, freedom of expression and association, and the right to fair judicial process.
- development of a healthy appreciation for self and the importance of one's mental, spiritual, physical and social well-being;
- development and exhibition of knowledge, skills, values and attitudes that will enable learners to become productive citizens;
- appreciation of the importance of living together in harmony;
- development of an appreciation for their environment and contribute towards its sustainability;
- adaption to the changing social, economic, political and technological forces in their country, region and the world;
- appreciation of their own cultural heritage and cultivate tolerance for the cultural heritage of others; and
- development of civic competence, values and attitudes to function as productive citizens.

4. COMPETENCIES

The development of a knowledge-based society and the globalisation process, particularly the growth of the world market and competition at the global level, create new social and individual needs in all areas: culture, scientific and technological development, the economy, social cohesion, the position and role of the individual as citizen, and his/her personal development.

Life and work in the contemporary society of rapid changes and tough competition require new knowledge, skills, abilities, values, and attitudes, i.e. new competences of the individual, which emphasise innovativeness, creativity, problem solving skills, critical thinking skills, entrepreneurship, information literacy, social skills, and other skills. It is not possible to foster these skills in a traditional education system whose main function is knowledge transfer. A shift in curriculum policy and planning from a focus on knowledge transfer to one of competence development means a turnabout in the approach to education programming. As such, the **Curriculum and Assessment Policy 2009** advocates for development of core-competences and integration of teaching and learning and assessment.

The development of national curricula that focus on learners' competences represents one of the main avenues of curriculum policy in Lesotho and other countries. To respond successfully to the challenges of the development of the knowledge-based society and the world market, the European Union has adopted eight key competences for lifelong learning likewise the Lesotho country. Therefore,

the social science syllabus has adopted some of those key competences in an endeavour to ensure quality education for Basotho children. They are as follows:

4.1 communication in official languages – this is the ability to use official languages to understand and express oneself, in both verbal and written form, and to interpret concepts, thoughts, feelings, attitudes and facts in a full range of societal and cultural contexts. A significant part of achieving this ability is developing skills of intercultural understanding.

4.2 digital competence – this involves the confident and critical use of Information Society Technology for work, leisure, social life, and communication. It is underpinned by basic skills and abilities in ICT: the use of computers to retrieve, assess, store, produce, present, and exchange information, and the development of collaborative networks via the Internet.

4.3 learning to learn – this includes the ability to pursue knowledge, persist in learning, and organise one's own learning, including through the effective management of time and information, both individually and in groups.

4.4 social and civic competences – these involve abilities in the areas of inter-personal and intercultural cooperation.

4.5 sense of initiative taking and entrepreneurship – this refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve objectives. This supports individuals in their everyday lives, both professionally and socially. It is also a foundation for acquiring specific knowledge and skills needed by those spearheading social or commercial activity.

4.6 cultural awareness and expression – this relates to a learner's awareness of the importance of creatively expressing ideas, experiences and emotions through a range of performing arts and media, including music, dancing, theatre, literary, and visual arts. It also includes knowledge and awareness of local, national and cultural heritage, and of the place of such cultural heritage in the world. In this process it is essential that learners are trained to understand and defend cultural

and linguistic diversity in Lesotho and the world, and to be aware of the importance of aesthetical factors in everyday life.

5. ORGANISATION OF THE SYLLABUS

The Social Science syllabus is arranged into Four Themes, namely:

- 5.1 Identity, Culture and Society.
- 5.2 The Economic World and Sustainable Development
- 5.3 Citizenship and Governance
- 5.4 Ethics and Religion.

6. RECOMMENDED APPROACHES TO TEACHING THE SYLLABUS

The syllabus is designed using the philosophy that learning is a progressive process which requires constant practice and reinforcement. It is envisaged that learners will master the stated objectives only after they have been given the opportunity to produce multiple drafts and received corrective feedback from teachers to improve on those drafts. The syllabus is not intended to be delivered in a strict, didactic lecture format. Rather, teachers are asked to adopt an interactive, experiential learning, learner-centred approach.

Many topics impact the affective domain and require learners to acquire life skills that are influenced by their environment, both at home and at school. Teachers should be cognizant of this and facilitate and encourage learners' expressions and perceptions of right and wrong, customs, attitudes and values, while administering socially acceptable behaviours.

The suggested teaching and learning activities are neither rigid nor comprehensive. Teachers are encouraged to adapt the activities described to their atypical classroom situations and to add activities as they seek to maximise learners' engagement in their own learning.

Real-life experiences should be solicited and a **problem-solving approach** should be employed throughout the delivery of the syllabus.

It is also recommended that teachers take note of the varied ways in which children learn. Teachers should design lessons to cater for the visual, auditory as well as the tactile/kinaesthetic learner. Along with these learning styles, due attention should be made to the multiple intelligences of learners in mixed class groups.

It is highly recommended that learners maintain a portfolio that records their experiences throughout the programme. An overarching objective of the syllabus is to assist learners develop an appreciation of the peoples, customs and institutions in their immediate and regional environment. This objective can be supported and

actualised through the use of the Internet and Information and Communication Technology (ICT). Teachers should therefore monitor and guide learners to use communication technologies including social media, blogs and micro blogs, social networking sites (e.g. Facebook) and content communities (e.g. YouTube). Posters, portfolios and PowerPoint presentations should be used to record and share teaching and learning experiences.

7. ASSESSMENT GUIDELINES

Assessment is an integral component of the programme of studies. Its major functions include facilitating learning, providing information which may be used by learners and teachers in the planning of consequent instructional experiences, and providing information on the level of proficiency demonstrated by the learners.

7.1 Formative Assessment.

Teachers assess learners' ability to identify their areas of strength and weakness. This assessment may be formal or informal, and is usually continuous and integrated with the teaching and learning.

Information derived from this type of assessment should be used by teachers and learners in planning subsequent action. Learners should be encouraged to assess themselves (self- and peer- assessment) and, wherever practical, to participate in the planning of subsequent activity. The effectiveness and management of this approach may be boosted by sharing the assessment criteria with learners before the assessment is done, or by engaging them in the development of these criteria.

7.2 Summative Assessment

Learners write an examination at the end of the year. The end of level assessment will cover all the modules and weigh 100 marks as per the specification grid below.

SPECIFICATION GRID.

The Grid shows the relationship between the assessment objectives and marks awarded for each. It also indicates how the marks will be allocated.

SPECIFICATION GRID			
ASSESSMENT OBJECTIVES			
Paper	Knowledge with Understanding	Skills and Analysis	Judgment and Decision Making
1	60%	30%	10%

Relationship between Assessment Objectives and components.

	Paper 1		
	Knowledge with Understanding	Skills and Analysis	Judgment and Decision Making
Marks for each question	60	30	10
Total	60	30	10

Teaching Hours

N.B. It is recommended that the Social Sciences be allocated seven (7) periods per week.

GRADE 8 SOCIAL SCIENCES

OVERVIEW

Learning Outcomes: at the end of Grade 8 , learners should be able to:

IDENTITY,CULTURE AND SOCIETY

1. demonstrate ability to resolve conflict amicably.
2. demonstrate understanding of peaceful problem solving skills.
3. demonstrate appreciation of unity in the rise of chiefdoms and kingdoms.
4. demonstrate appreciation of the existence of social groups. TG
5. demonstrate appreciation of available health care systems in Lesotho.
6. demonstrate physical fitness components in different sporting activities. TG
7. perform fundamental joint movements. TG
8. demonstrate proper dance holds and body positions. TG
9. use learning skills and strategies required for success in school.
10. demonstrate understanding of diplomacy.
11. describe the consequences of lack of tolerance.
12. demonstrate understanding of empathy.
13. demonstrate eloquence.

THE ECONOMIC WORLD AND SUSTAINABLE DEVELOPMENT

14. describe local and international trade.
15. explain industrialization, establishment and classification of secondary industries in Lesotho.
16. demonstrate appreciation of tourism as an industry in Lesotho and the SADC region.
17. demonstrate understanding of production.

18. undertake a development project.
19. expound concepts of development and under-development.
20. use resources in a sustainable manner.
21. analyse population statistics and structures of different countries.
22. demonstrate understanding of globalisation.
23. explain the impacts of the Lesotho Highlands Water Project (LHWP) in Lesotho.

CITIZENSHIP AND GOVERNANCE

24. demonstrate understanding of different stages of development and political ideas
25. demonstrate appreciation of the changing pattern of colonial rule in Lesotho.
26. demonstrate appreciation of the Constitution.
27. demonstrate understanding of democracy.
28. demonstrate understanding of civil and political rights.

ETHICS AND RELIGION

29. appreciate the wonderful work of creation by God.
30. explain the origin of sin.
31. demonstrate respect in Worshiping.
32. describe the importance of rites of passage both socially and religiously.
33. demonstrate understanding of fellowship as a religious and moral value.
34. demonstrate obedience to authority.

GRADE 8 SOCIAL SCIENCES ACTIVITY PLAN

IDENTITY, CULTURE AND SOCIETY

Learning Outcome: at the end of Grade 8, Learners should be able to:	Concepts, Skills, Values, and Attitudes.	Suggested Learning Experiences	What to assess: Teacher should assess learners ability to:	Suggested Resources
1. demonstrate ability to resolve conflict amicably.	<p>Concepts</p> <p>Conflict:</p> <p style="padding-left: 40px;">Causes.</p> <p style="padding-left: 40px;">Consequence.</p> <p>Types of conflicts:</p> <p style="padding-left: 40px;">Intrapersonal.</p> <p style="padding-left: 40px;">Interpersonal.</p> <p style="padding-left: 40px;">intra-group.</p> <p style="padding-left: 40px;">inter-group.</p> <p>Strategies of resolving conflicts:</p> <p style="padding-left: 40px;">collaboration.</p> <p style="padding-left: 40px;">compromise/negotiation.</p> <p style="padding-left: 40px;">mediation.</p> <p style="padding-left: 40px;">reconciliation.</p>	<ul style="list-style-type: none"> • Teacher explains the concept of conflict to learners. • Teacher and learners discuss causes of conflict. • Teacher and learners discuss consequences of conflict. • Teacher and learners discuss types of conflict. • Learners discuss strategies of resolving conflict. • Learners find information on the strategies which Moshoeshoe used to resolve conflicts. 	<p>describe conflict.</p> <p>state causes of conflict.</p> <p>describe consequences of conflict.</p> <p>outline types of conflicts.</p> <p>describe strategies used to resolve different types of conflict.</p> <p>explain strategies Moshoeshoe I used to</p>	<p>History Textbooks.</p> <p>Charts.</p> <p>Posters.</p>

	<p>avoidance. sharing. acceptance. accommodating.</p> <p>Moshoeshoe’s strategies of resolving conflict.</p> <p>Skills Assertiveness. Managing emotions. Self-control. Negotiation. Interpersonal. Intrapersonal. Collaboration. Mediation. Reconciliation.</p> <p>Values and attitudes Awareness. Compassion. Empathy. Tolerance. Acceptance. Mutual co-existence.</p>	<ul style="list-style-type: none"> • Teacher and learners discuss how Moshoeshoe’s strategies could be used to resolve today’s conflicts. • Teacher and learners work on given scenarios to resolve conflicts. 	<p>resolve conflicts.</p> <p>apply amicable strategies to resolve different types of conflict.</p>	
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<p>2. demonstrate understanding of peaceful problem solving skills.</p>	<p>Concepts Moshoeshoe 's problems in nation building: hunger/poverty. social disunity. cannibalism. Fights.</p> <p>Peaceful ways Moshoeshoe used to solve problems: Matsema. Mafisa. Pitso. Mokobobo. Marriage alliance. Bohlanka. Tribute. Lebollo. Thaba Bosiu.</p> <p>Guideline for solving a problem: understand the problem. understand the causes. come up with the solution.</p>	<ul style="list-style-type: none"> • Teacher and learners discuss problems which Moshoeshoe I faced during nation building. • Teacher and learners revise Moshoeshoe's internal nation building strategies. • Teacher and learners discuss how each strategy helped Moshoeshoe to solve his problems. • Teacher and learners discuss benefits of solving problems peacefully from the story of Moshoeshoe's internal nation building strategies. • Teacher and Learners discuss today's leadership problems. • Teacher explains guidelines for solving problems. • Teacher selects any social 	<p>explain the problems which Moshoeshoe had during nation building.</p> <p>describe internal nation building strategies used by Moshoeshoe.</p> <p>explain how each strategy helped Moshoeshoe to solve the problems he had.</p> <p>explain the importance of solving problems in a peaceful way.</p> <p>state peaceful ways of solving life challenges.</p> <p>use problem solving guidelines.</p>	<p>Text books. Pamphlets. Charts. Internet.</p>
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	<p>Skills Problem solving. Diplomacy.</p> <p>Values and attitudes Appreciation. Tolerance. Patriotism.</p>	<p>problem and leads the learners to its peaceful solution using the guidelines.</p>		
<p>3. demonstrate appreciation of unity in the rise of kingdoms.</p>	<p>Concepts Kingdom. Elements which make a kingdom: family. homestead. village. chiefdom.</p> <p>Socio-economic and political reasons for the rise of chiefdoms and kingdoms: defence. trade. land.</p>	<ul style="list-style-type: none"> • Teacher explains the concept of kingdom. • Teacher and learners discuss elements which make up a kingdom. • Teacher explains the role of unity in the rise of kingdoms. • Teacher and learners discuss socio-economic and political reasons which unite people. • Learners discuss the importance of working together. 	<p>list factors which unite people. categorize factors/reasons which unite people into social, political and economic. state the importance of unity. state importance of working together. describe a homestead, village, chiefdom and</p>	<p>Textbooks. Cell phones. Internet. Chart.</p>

	<p>resources.</p> <p>Skills Team work. Analysis. Exploration.</p> <p>Values and attitudes Awareness. Appreciation. Tolerance. Unity.</p>	<ul style="list-style-type: none"> Teacher and learners explore the role played by unity in forming a home stead, village, chiefdom and a kingdom. <p>CASE STUDY: Learners must undertake a mini-research to explore Moshoeshoe’s movement from Botha- Bothe to Thaba-Bosiu.</p> <p>State his challenges, successes and its end. At the end learners must give their own decision and judgement whether the journey was a victory/failure by supporting their arguments with valid argument.</p> <ul style="list-style-type: none"> Learners identify reasons which led to the growth of Lesotho Kingdom. Learners categorize those 	<p>kingdom.</p> <p>explain the role played by unity in the process of how homesteads grew into villages then chiefdoms until kingdoms.</p> <p>identify factors which brought people together under the leadership of Moshoeshoe from Botha -Bothe to Thaba-Bosiu.</p> <p>explain how unity let to what is called the kingdom of Lesotho.</p> <p>analyse activities which they did together.</p>	
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		<p>reasons into socio, economic and political.</p> <ul style="list-style-type: none"> Learners do activities together and discuss the benefits of doing tasks together. 		
4. demonstrate appreciation of the existence of social groups.	<p>Concepts Social groups: family. nation. regional organisations. continental organizations.</p> <p>Types of social groups: formal groups. informal groups.</p> <p>Characteristics of formal groups: defined. have rules and procedures. division of work. deliberately created. impersonal</p>	<ul style="list-style-type: none"> Teacher explains the concept of a social groups. Teacher and learners discuss examples of social groups. Teacher and learners discuss factors which bind people together into a social group. Teacher explains types of social groups. Teacher and learners discuss reasons for the formation of formal and informal groups. Teacher and learners discuss characteristics of formal and informal 	<p>describe the concept of social group.</p> <p>state examples of social groups.</p> <p>describe factors which bind people into social groups.</p> <p>state types of social groups.</p> <p>state reasons for the formation of formal and informal groups.</p> <p>describe characteristics of formal and informal groups.</p>	<p>National flag.</p> <p>Basotho hat.</p> <p>Posters.</p> <p>Pictures.</p> <p>Development Studies Textbook.</p> <p>History Textbook.</p> <p>Internet.</p> <p>Journals.</p>

	<p>stable.</p> <p>characteristics of informal groups:</p> <p>unplanned. membership is voluntary. based on common tastes. reflects on human. relationship.</p> <p>Social differentiation Basic forms of social differentiation: intragroup. intergroup.</p> <p>Social exclusion Forms of social exclusion: age. class. gender. race and belief systems. digital divide. disability. poverty.</p> <p>Social differentiation</p>	<p>groups.</p> <ul style="list-style-type: none"> • Learners discuss examples of formal and informal groups in their community. • Teacher and learners discuss the roles of individuals within formal groups in the school. • Teacher introduces the concept of social differentiation. <p>Learners:</p> <ul style="list-style-type: none"> • investigate the relationship between population growth and social differentiation. • discuss social responsibility. • discuss social responsiveness. • Teacher and learners differentiate social responsibility and social responsiveness. 	<p>State examples of formal and informal groups in their community.</p> <p>explain roles of individuals in the social groups at school.</p> <p>explain social differentiation and exclusion.</p> <p>state forms of social exclusion.</p> <p>explain social interaction.</p> <p>state characteristics of healthy social interactions.</p>	
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	<p>Healthy social interaction.</p> <p>Skills Discussion. Investigation. Decision making. Judgement. Team work.</p> <p>Values and attitudes Acceptance. Appreciation. Respect. Tolerance.</p>	<ul style="list-style-type: none"> • Teacher and learners explains social differentiation. • Teacher explains the concept of social exclusion. • Teacher and learners discuss forms of social exclusion. • Teacher explains the concept of social interaction • Teacher and learners discuss characteristics of healthy social interactions. • Teacher and learners discuss how individuals relate in groups. <p>CASE STUDY: Learners must undertake a study to investigate common formal and informal groups found in their local environment, highlight the group norms</p>		
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		<p>and roles and show the difference between them. At the end learners must write a report of their findings.</p> <p>CASE STUDY: Learners must undertake a research in their school to find out how the following forms of social differentiation manifests themselves:</p> <ul style="list-style-type: none">differentiation by outcome and response;differentiation by resource or text;differentiation by task;differentiation by dialogue;differentiation by support;differentiation by pace; anddifferentiation by independence and		
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		responsibility.		
5. demonstrate appreciation of available health care systems in Lesotho.	<p>Concepts Health.</p> <p>Health determinants: lifestyles; social and economic; environment; and physical environment.</p> <p>Health care systems and services in Lesotho: government hospitals. private hospitals. polyclinics. private clinics. homes for the elderly. community day care centres.</p> <p>International health organisations found in Lesotho: WHO. UNICEF. CARE international.</p>	<ul style="list-style-type: none"> • Teacher explains a concept of health according to WHO. • Teacher and learners discuss the four health determinants according to WHO. • Learners discuss and describe the importance of the following determinants of health. • Teacher and learners discuss health and care systems found in Lesotho. • Teacher and learners discuss support systems available in Lesotho. • Teacher introduces the concept of international health organisation and their significance. • In groups, learners do a mini-research to determine the extent to 	<p>explain the concept of Health according to WHO.</p> <p>describe determinants of health.</p> <p>describe health and care systems in Lesotho.</p> <p>state the support services in Lesotho.</p> <p>explain functions of international health organisations in Lesotho.</p>	<p>Journals.</p> <p>Newspapers.</p> <p>Internet.</p> <p>Health and Physical Education Textbooks.</p>

	<p>Red Cross.</p> <p>Skills Information finding. Critical thinking. Self- esteem.</p> <p>Values and attitudes Acceptance. Awareness. Appreciation.</p>	<p>which international health organisations are important to Lesotho.</p> <ul style="list-style-type: none"> • CASE STUDY: Learners must undertake a study to find out the importance of the following elements of lifestyle: hygiene; health care; healthy diet; sports; and regular physical exercise. <p>At the end learners must come up with a written report of their findings.</p>		
6. demonstrate physical fitness components in different sporting activities.	<p>Concepts Physical fitness.</p> <p>Physical fitness components: coordination. agility.</p>	<ul style="list-style-type: none"> • Teacher explains the concept of physical fitness. • Teacher and learners discuss components of physical fitness. • Teacher and learners 	<p>state the physical fitness components.</p> <p>define each physical fitness component.</p> <p>state the importance of</p>	

	<p>power. flexibility. balance. reaction time.</p> <p>Skills Coordination. Agility. Power. Flexibility. Balance. Reaction time.</p> <p>Values and attitudes Appreciation. Awareness. Perseverance. Commitment.</p>	<p>discuss the importance of physical fitness' components in different games.</p> <ul style="list-style-type: none"> • Teacher engages learners in inclusive small sided games to improve coordination, strength agility, flexibility, balance, reaction time. • Learners apply physical fitness in football, netball and volleyball. 	<p>physical fitness components.</p> <p>perform small sided games to improve physical fitness components.</p> <p>play football, netball and volleyball.</p>	
7. perform fundamental joint movements.	<p>Concepts Joint movements: flexion. extension. adduction. abduction. rotation.</p>	<ul style="list-style-type: none"> • under the supervision of a teacher, learners discuss a variety of questions that deal with the five health-related fitness components and their importance to a balanced fitness plan. 	<p>state joint movements.</p> <p>perform joint movements.</p> <p>show a willingness to participate in a variety of physical activities</p>	<p>Physical environment.</p> <p>Skipping rope.</p>

	<p>Skills Extension. Abduction. Adduction. Rotation. Manipulation. Balance.</p> <p>Values and attitudes Awareness. Caring. Commitment.</p>	<ul style="list-style-type: none"> • Under the supervision of a teacher, learners perform a variety of stretches as a warm-up and the teacher interrupts the session to indicate the muscle names, their primary actions, and joints involved. • Teachers introduces the joints movement to learners with the aid of diagrams. • Learners create their own diagrams of joint movements learned and show their importance to a balanced fitness plan. • Teacher demonstrates fundamental joints movements. • Learners practice the fundamental joint movements. 	<p>express enjoyment in a variety of movement experiences.</p> <p>appreciate that time, commitment, and practise are required for skill development.</p> <p>appreciate the aesthetic and athletic values of movement.</p> <p>appreciate and respect diversity while participating in physical activity.</p>	
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<p>8. demonstrate dance holds and body positions.</p>	<p>Concepts</p> <p>Use of arms: rotation. sideways, up and down. engaging the shoulder forward and back with one arm engaging the shoulder sideways, forward and downward.</p> <p>Five basic feet positions: 1st position 2nd position 3rd position 4th position 5th position /Cuban cross</p> <p>Holds: closed hold open hold no hold</p> <p>Positions: closed position fan position</p>	<ul style="list-style-type: none"> • Learners use arms to create different shapes. • Teacher explains how arms are used in dance to create graceful and elegant movement. • Teacher demonstrates proper use of arms. • Learners practice proper use of arms. • Teacher demonstrates arm movements. • Learners practice the arm movements. • Teacher explains the five feet positions and how they are identified in different dance styles. • Teacher demonstrates the 5 positions. • Learners practice five feet positions corresponding arms • Teacher explains different holds and positions. • Teacher demonstrates 	<p>create lines and shapes using arms</p> <p>perform arm movements</p> <p>perform proper use of arms.</p> <p>state five feet positions.</p> <p>perform five feet positions.</p> <p>practices different holds as demonstrated by the teacher.</p> <p>perform different basic dance steps using specified holds and positions.</p> <p>dance the basic rumba without holds using arms.</p>	<p>Dance costumes.</p> <p>Shirt.</p> <p>Dance shoes.</p> <p>Skirts.</p>
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	<p>Skills Holding positioning Coordination flexibility</p> <p>Values and attitudes Awareness Self esteem Confidence Patience</p>	<p>different holds and positions.</p> <ul style="list-style-type: none"> • Learners practices different holds as demonstrated by the teacher. • Learners perform different basic dance steps using specified holds and positions. • Learners dance the basic rumba without hold using the arms movement. 	<p>perform basic cha-cha relating to different feet positions.</p>	
<p>9. use learning skills and strategies required for success in school.</p>	<p>Concepts Main learning styles: Visual: mind maps. graphic organisers Auditory kinaesthetic/tactile Other learning styles: physical aural logical</p>	<ul style="list-style-type: none"> • Teacher explains three main learning styles. • Learners discuss the three main learning styles. • Learners find other learning styles. • Teacher and learners discuss other learning styles. • Learners share experiences of what they 	<p>state and explain the three main learning styles(visual, auditory and kinaesthetic/tactile).</p> <p>state other learning styles.</p> <p>apply different learning styles in a variety of activities given during</p>	<p>Charts.</p> <p>Posters.</p> <p>Internet.</p>

	<p>social solitary</p> <p>Learning strategies: taking notes. use of daily agenda. regular completion of homework and assignments. use of memory strategies.</p> <p>Learning resources: library. internet shop. tutors. school personnel. community agencies.</p> <p>Skills Identification. Critical thinking. Reflection. Creativity. Team work.</p> <p>Values and attitudes</p>	<p>do to learn.</p> <ul style="list-style-type: none"> • Teacher and learners discuss materials which can be used with main learning styles. • Teacher demonstrates different ways he/she can help learners with visual, auditory and kinaesthetic/tactile learning styles learn effectively in a class. • Learners create mind maps and use graphic organisers to organise content. • Learners discuss how best they learn. • Teacher and learners discuss the importance of different learning strategies for success in school. • Learners identify different resources available in their local environment. 	<p>the teaching and learning situations.</p> <p>create their own mind maps and graphic organisers to organise content.</p> <p>state importance of different learning strategies.</p> <p>state resources available in their immediate environment.</p> <p>write proper reports.</p>	
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	Awareness. Appreciation. Cooperation.	<ul style="list-style-type: none"> Learners explore different learning styles and give feedback on each. 		
10. demonstrate understanding of diplomacy.	<p>Concepts</p> <p>Diplomacy:</p> <ul style="list-style-type: none"> missionaries. tribute. treaty. incorporation of refugees. British protection. <p>Skills</p> <ul style="list-style-type: none"> Problem solving. Negotiation. <p>Values and attitudes</p> <ul style="list-style-type: none"> Tolerance. Cooperation. 	<ul style="list-style-type: none"> Teacher explains diplomacy. Teacher and learners revise Mosheshoe's external policies/strategies in nation building. Teacher and learners relate Moshoeshoe's external nation building strategies to the concept of diplomacy. Learners create a role-play, showing problem-solving and negotiation in Moshoeshoe's external strategies of nation building. Learners discuss how diplomacy can be used to deal with today's challenges of nation 	<p>explain diplomacy.</p> <p>state the Moshoeshoe's external strategies in nation building.</p> <p>relate Moshoeshoe's external nation building strategies with the concept of diplomacy.</p> <p>explain how diplomacy can be used to deal with today's challenges of nation building.</p> <p>apply diplomacy in everyday situations.</p>	<p>Textbooks.</p> <p>Cell phones.</p> <p>Pamphlets.</p>

<p>11. describe the consequences of lack of tolerance.</p>	<p>Concepts Lack of tolerance in Shaka's reign: rule of terror. constant war campaigns. Absolutism. abuse of women.</p> <p>Consequence of being intolerant.</p> <p>Skills Identification. Discussion. Analysis. Investigation. Compare and contrast.</p> <p>Values and attitudes Tolerance. Humility. Unity. Cooperation. Compassion.</p>	<p>building.</p> <ul style="list-style-type: none"> • Teacher and learners discuss examples of actions which show intolerance in everyday situations. • Learners find information about shaka's reign. • Learners present their findings. • Teacher and learners discuss actions which show intolerance in Shaka's reign. • Teacher and learners discuss the consequences Shaka faced as a result of being intolerant. • Learners compare and contrast shaka and moshoeshoe's reign in relation to tolerance. • Learners give and discuss examples of lack of tolerance among leaders of today. 	<p>state examples of actions which show intolerance.</p> <p>present information about shaka's reign.</p> <p>evaluate Shaka's reign.</p> <p>outline the consequences of lack of tolerance .</p> <p>compare and contrast shaka and moshoeshoe's reign.</p> <p>state examples of lack tolerance among today's leaders.</p> <p>state consequences of lack of tolerance in real life situations.</p> <p>tolerate different situations in life.</p>	<p>Textbooks.</p> <p>Internet.</p> <p>Pamphlets.</p> <p>Audio visual materials.</p> <p>Cell phones.</p>
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		<ul style="list-style-type: none"> Learners discuss consequences of lack of tolerance in real life situations. 		
12. demonstrate understanding of empathy.	<p>Concepts Empathy The role of chiefs: Letsie I. Lerotholi. Letsie II. Seeiso Griffith. Mantsebo Seeiso.</p> <p>Skills Analysis. Assertiveness.</p> <p>Values and attitudes Patriotism. Appreciation. Empathy.</p>	<ul style="list-style-type: none"> Teacher explains concept of empathy. Learners discuss words which describes empathy. Teacher and learners discuss the importance of empathy in life. Learners find information about the role played by each chief during colonial era. Teacher and learners discuss the role played by each chief during colonial era. Teacher and learners discuss the challenges faced by each chief during the colonial era. Teacher creates a scenario for learners to contextually role-play. 	<p>explain empathy</p> <p>state the words which describe empathy.</p> <p>state the importance of empathy.</p> <p>describe the role of chiefs during colonial era.</p> <p>outline the challenges faced by Lesotho chiefs during the colonial era.</p> <p>write a paragraph stating their empathetic feelings on each chief's situation.</p> <p>describe situations which require empathy.</p>	<p>Charts.</p> <p>Internet.</p> <p>Learners.</p> <p>Text books.</p>

		<ul style="list-style-type: none"> • Learners discuss how they feel about situation in which each chief was. • Learners discuss current situations which require empathy. 		
13. demonstrate eloquence.	<p>Concepts Eloquence. Political movements: Lekhotla la bahlalefi. Lekhotla la bafo.</p> <p>Political Parties: BAC-BCP. BNP. MFP.</p> <p>Skills Discussion Eloquence</p> <p>Values and attitudes Patriotism</p>	<ul style="list-style-type: none"> • Teacher explains the concept of eloquence. • Learners discuss the importance of eloquence. • Teacher and learners discuss situations which require eloquence. • Teacher and learners discuss factors which led to the formation of political movements. • Teacher and learners discuss factors which led to the formation of political parties in Lesotho. • Teacher and learners discuss activities of political movements and parties before 	<p>explain eloquence.</p> <p>state the importance of eloquence.</p> <p>Outline situations which require eloquence.</p> <p>State political movements in Lesotho before independence.</p> <p>state factors which led to the formation of political movements and parties in Lesotho before independence.</p> <p>describe activities of political movements and parties before independence.</p>	<p>Text books.</p> <p>Internet.</p> <p>Charts.</p> <p>Political attire.</p>

		<p>independence.</p> <ul style="list-style-type: none"> • Learners prepare manifestos to attract members into their political parties. • Learners role-play political rallies to mobilize support against colonial rule. • Learners find songs which are sung by political movements and party members. 	<p>present manifestos eloquently to attract many followers.</p> <p>Analyse manifestos which were presented.</p> <p>analyse songs which were sung by political party members .</p>	
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THE ECONOMIC WORLD AND SUSTAINABLE DEVELOPMENT

Learning outcomes: at the end of Grade 8, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teacher should assess learners' ability to:	Suggested Resources
14. describe local and international trade.	<p>Concepts Trade.</p> <p>Types of trade: Local; International: exports; and imports.</p> <p>Factors promoting trade: banking; insurance; advertising; and warehousing.</p> <p>Reasons for international trade: reduce dependency on local market. increase chances of success. increase efficiency. increase productivity.</p>	<ul style="list-style-type: none"> • Teacher explains concept of trade. • Teacher and learners discuss types of trade. • Teachers and learners discuss International trade in relation to exports and imports. • Learners compare local and international trade. • Teacher and learners discuss role of money in trade. • Learners role-play role of money. • Learners discuss factors promoting trade. • Learners role-play factors promoting trade. 	<p>explain trade.</p> <p>state different types of trade.</p> <p>describe local and international trade.</p> <p>differentiate between imports and exports.</p> <p>explain functions of money.</p> <p>state factors promoting trade.</p> <p>advertise their goods and services.</p>	<p>Business Education Textbook.</p> <p>Coins.</p> <p>Bank notes.</p> <p>Invoice.</p> <p>Cheque leaflets.</p> <p>Consignment note.</p> <p>Pictures.</p> <p>Charts.</p>

	<p>innovation. growth.</p> <p>Compare and contrast Saving</p> <p>Skills</p> <p>Values and attitudes Appreciation Awareness</p>			
<p>15. explain the factors affecting establishment of secondary industries.</p>	<p>Concepts Industrialisation Secondary industries: manufacturing processing oil refining</p> <p>Factors affecting establishment of secondary industries: raw materials capital labour supply government assistance market infrastructure communication</p>	<ul style="list-style-type: none"> • Teacher and learners revise types of industries. • Teacher explains the concept of industrialization. • Teacher and learners discuss secondary industries. • Teacher and learners discuss factors affecting establishment of secondary industries. • Teacher and learners discuss secondary industries in Lesotho. • Learners discuss benefits and problems of secondary industries in Lesotho. 	<p>state types of industries.</p> <p>explain industrialization.</p> <p>explain secondary industries.</p> <p>explain factors influencing establishment of secondary industries.</p> <p>classify secondary industries.</p> <p>state secondary industries in Lesotho.</p>	<p>Photograph.</p> <p>Charts.</p>

	<p>Skills Analysis Decision-making</p> <p>Values and attitudes Awareness Appreciation Accountability</p>		describe benefits and problems of secondary industries in Lesotho.	
16. demonstrate appreciation of tourism as an industry in the SADC region.	<p>Concept: Tourism and transport.</p> <p>Major tourist attractions in the SADC region: game reserves, water falls, man- made features, historical places, and lakes.</p> <p>Modes of transport: land, air, and water</p> <p>Factors determining modes of transport</p> <p>Impact of modes of transport on the environment</p>	<ul style="list-style-type: none"> • Learners revise tourist attractions in Lesotho. • Learners collect brochures, magazines, pamphlets on tourism in SADC, analyse them and report their findings. • Learners locate tourist attractions found in the SADC region on the map. • Learners discuss benefits problems and suggest solutions to them. • Learners discuss the impact of modes of transport on tourism and the environment. • Learners discuss advantages and disadvantages of communication network found in Lesotho. 	<p>name major tourist attractions in SADC region</p> <p>locate major tourist attractions on an African Map</p> <p>state advantages and disadvantages of tourism</p> <p>analyse modes of transport in Lesotho and their impact on tourism</p> <p>state the impacts of transport on the environment</p>	<p>Teacher's Guide.</p> <p>Atlas.</p> <p>African Map.</p> <p>Brochures.</p> <p>Magazines.</p> <p>Pamphlets.</p>

	<p>Communication network (local and regional)</p> <p>Advantages and disadvantages of communication network.</p> <p>Skills Identification Observation Application Recording Analysis Reporting</p> <p>Values and attitudes Awareness Appreciation Acceptance Cooperation Compassion Harmony Tolerance Respect for human dignity.</p>		<p>analyse communication networks their impact on peoples' lives</p>	
<p>17.demonstrate understanding of production.</p>	<p>Concepts Production and Consumption. Investment. Market. Goods. Services.</p>	<ul style="list-style-type: none"> Learners define the following concepts: production; consumption; investment; saving; market, 	<p>define the concepts: production consumption investment savings goods and services</p>	<p>Papers. Plastics. Clay. Glue.</p>

	<p>Demand and supply Scarcity and choices producer goods consumer goods</p> <p>Factors of production: land, labour, capital, entrepreneur</p> <p>Skills Identification Observation Creativity Assessment Saving Team work Leadership Decision making</p> <p>Values and attitudes Awareness Appreciation Ecological sustainability Accountability Efficiency Futures orientation Environmental concern Stewardship of resources</p>	<p>goods and services; scarcity and choices; producer goods and consumer goods.</p> <ul style="list-style-type: none"> Learners collect available resources from their local environment and use to create small goods and services that are in demand in order to satisfy needs and wants. Learners use created through role-play to depict the following concepts: market; services; demand and supply; and saving. Learners share their understanding of the following concepts: market, services, demand and supply and saving. Teachers and learners discuss the following concepts: land; labour; 	<p>differentiate among the following concepts: goods and services, needs and wants, production and consumption.</p> <p>explain steps followed in making small goods.</p> <p>explain the concepts: land labour capital entrepreneur</p>	<p>Strings. Pair of scissors. Sticks.</p>
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	Frugality Personal ecology	capital; and entrepreneurship		
		<ul style="list-style-type: none"> Learners explain the following concepts: land; labour; capital; and entrepreneurship. 		
18. undertake a development project.	<p>Concepts Development project</p> <p>Skills Creativity Teamwork Leadership Empathy Sharing Evaluation Improvisation Workmanship</p> <p>Values and attitudes Awareness Responsibility Acceptance Harmony Respect Unity/cooperation Love</p>	<ul style="list-style-type: none"> Teacher introduces steps to be followed in developing a development project. <p>Learners:</p> <ul style="list-style-type: none"> discuss steps involved in developing a development project. explain a development project discuss the rationale of a development project. identify development related problems with the school. state the identified problems present the findings. develop relevant development project that answers their school/local 	<p>explain development project.</p> <p>discuss the rationale.</p> <p>identify development problems within the school.</p> <p>state the identified problems.</p> <p>develop a development project.</p>	Environment.

	Equanimity	environment demands.		
19. expound concepts of development and under-development.	<p>Concepts Development: social economic political environmental Underdevelopment</p> <p>Divisions of the world: low/south middle/NICs high/ north countries</p> <p>Characteristics of: low middle high</p> <p>Skills Identification Analysis Comparison Interpretation</p> <p>Values and attitudes: Awareness Appreciation Patriotism</p>	<ul style="list-style-type: none"> • Teacher asks learners define the concept of development. • Teacher asks learners to explain aspects of development: social economic political environment. • Learners explain aspects of development. • Teacher provides appropriate definitions of development. • Teacher asks learners to define the concept of underdevelopment. • Learners define the concept of underdevelopment. • Teacher provides definition of underdevelopment. • Teacher introduces learners to the concepts of North, South and NICs. • Teacher instructs learners to study the world map and divide countries into North, 	<p>define the concept development.</p> <p>explain the aspects of development.</p> <p>describe the term underdevelopment.</p> <p>differentiate among low/south, middle/NICs, high/north countries in terms of wealth.</p> <p>describe characteristics of low, middle and high income countries.</p>	<p>World map/globe.</p> <p>Internet. Teachers' Guides</p> <p>Journals</p> <p>Newspapers</p>

	Respect Responsibility Accountability Cooperation Solidarity	South and NICs. <ul style="list-style-type: none"> Learners study the world map and divide countries into North, South and NICs. Teacher facilitates a discussion with learners on characteristics of North, South and NICs Learners write characteristics of North, South and NCs countries. Teacher and learners discuss low, middle and high income countries. 		
20. use resources in a sustainable manner.	Concepts: Resources Natural resources Human-made resources Renewable resources Non-renewable resources Actual resources Potential resources Sustainable use of resources Environmental justice Skills Identification. Discussion. Classification.	<ul style="list-style-type: none"> Teacher and learners review background knowledge on the meaning of resources. Learners discuss and define resources. Learners collect and bring different resources found in the local environment to school. Teacher and learners discuss natural, human-made, renewable, non-renewable, actual and potential resources. Learners classify resources into natural, human-made, 	describe resources. classify resources into natural, human-made, renewable, non-renewable, actual and potential resources. describe sustainable use of resources. show the relationship between sustainable use of resources and environmental justice.	Natural and artificial resources. Charts. Posters. Teachers' Guides. Flyers Brochures.

	<p>Information finding. Critical thinking.</p> <p>Values and attitudes Appreciation. Respect. Responsibility. Caring. Environmental concern. Stewardship of resources. Futures orientation. Personal ecology.</p>	<p>renewable, non-renewable, actual and potential resources.</p> <ul style="list-style-type: none"> • Teacher introduces the concept of sustainable use of resources and indicates how it relates to the issues of environmental justice. • Learners brainstorm different ways in which resources can be used in a sustainable manner. • Learners show the relationship between sustainable use of resources and environmental justice. 		
<p>21. analyse population statistics and structures of different countries.</p>	<p>Concept Population.</p> <p>Demography: patterns of birth rates, death rates, natural population increase or decrease; and the importance of population census.</p> <p>Population structures: less economically developed</p>	<ul style="list-style-type: none"> • Teacher and learners revise population distribution and density and gives the definition of the concept of demography. • Teacher and learners discuss factors contributing to the make-up of population. • Teacher introduces the concept of population structure using pyramids. • Learners collect data on the age and sex composition of 	<p>state the composition of a population in terms of age and sex.</p> <p>describe demography and show the importance of population census.</p> <p>describe and interpret the population pyramid.</p> <p>differentiate between</p>	<p>Population Graphs.</p> <p>Population pyramids.</p> <p>Demographic Transition Model (DMT).</p> <p>Charts.</p> <p>Internet.</p>

	<p>countries(Lesotho); and more economically developed countries (age-sex pyramid)</p> <p>Population statistics: birth rate; death rate; infant mortality; and natural increase</p> <p>Demographic transition model</p> <p>Skills Observation Identification Discussion Information finding Interpretation Compare and contrast Recording Reporting Drawing Critical thinking Decision making Data collection Analysis</p> <p>Values and attitudes Awareness</p>	<p>their community (each learner collects information from two households in their community on the age and sex of its members), analyse their results and present their findings to the class.</p> <ul style="list-style-type: none"> • Teacher and learners discuss pyramids of developed and developing countries. • Learners compare and interpret pyramids of developed and developing countries. • Learners account for the increase and decrease of population in countries studied. • Teacher and learners discuss the concept of population census and its importance. • Teacher introduces the concept of the Demographic Transition Model (DTM). • Teacher and learners use a DTM chart to describe 	<p>the population pyramid of developed and developing countries.</p> <p>interpret the Demographic Transition Model (DMT).</p> <p>describe reasons for the changes in population</p>	
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	<p>Appreciation Respect Cooperation Diversity Concern Responsibility Confidence</p>	<p>reasons for the changes in population.</p>		
<p>22. demonstrate proper understanding of the concept of globalisation, its aspects and effects.</p>	<p>Concepts Globalisation Independence and interdependence of countries</p> <p>Aspects of globalisation: economic; technological; social; and cultural.</p> <p>Effects of globalisation: positive effects: international solidarity; free trade and protectionism; fair trade; cultural enrichment; and global mass media.</p>	<ul style="list-style-type: none"> • Teacher introduces the concepts globalisation, independence and interdependence of countries. • Learners discuss the concepts globalization, independence and interdependence and show their relevance to Lesotho. • Teacher and learners compare and contrast historical milestone in Lesotho's political history since 1966. • Teacher and learners discuss aspects of globalisation with reference to Lesotho and the SADC region. • Learners undertake a mini-research to investigate positive and negative 	<p>describe globalization, independence and interdependence.</p> <p>compare and contrast historical milestone in Lesotho's political history since 1966.</p> <p>describe different aspects of globalization.</p> <p>research and present positive and negative effects of globalization in Lesotho.</p> <p>describe functions of United Nations and Common Wealth of Nations.</p>	<p>Journals. Internet. History Textbook. Business Education Textbook. Newspapers.</p>

	<p>negative effects: child labour and sweat shops; uneven distribution of wealth; international debts; brain drain; environmental degradation; threats to national identity and sovereignty; and unfair trading.</p> <p>World organisations promoting peace: United Nations (UN); Common Wealth of nations.</p> <p>Skills Identification Discussion Information finding Investigation Team work</p>	<p>effects of globalisation in Lesotho.</p> <ul style="list-style-type: none"> • Teacher and learners discuss positive and negative effects of globalisation and suggest possible solutions to the negative effects. • Teacher introduces world organisations promoting peace. • Learners investigate and present functions of United Nations and Common Wealth of Nations. 		
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	<p>Communication skills Presentation skills</p> <p>Values and attitudes Appreciation Respect Diversity Honesty Integrity Tolerance Patriotism Interdependence Acceptance Collaboration Confidence</p>			
<p>23. explain the impacts of the Lesotho Highlands Water Project (LHWP) in Lesotho.</p>	<p>Concepts Rivers in Lesotho. Main drainage basins in Lesotho. Drainage patterns in Lesotho.</p> <p>Lesotho Highlands Water Project: site of the dams and tunnels; socio-economic and environmental impact of Lesotho Highlands Water Project in</p>	<ul style="list-style-type: none"> • Teacher and learners revise water conservation. • Learners use map of Lesotho to identify the main drainage basins in Lesotho. • Learners use the map of Lesotho to locate the Lesotho Highlands Water Project dams. • Learners identify the main rivers where the dams are constructed and the tunnels. • Learners undertake a mini- 	<p>name the three main drainage basins in Lesotho</p> <p>locate the Katse dam and Mohale dam on Lesotho's map</p> <p>state rivers that drain into Katse dam and Mohale dam</p> <p>outline the socio-</p>	<p>Teacher's Guides.</p> <p>Atlas.</p> <p>Lesotho' Physical and Political Maps.</p> <p>Lesotho Highlands Water Project pamphlets and</p>

	<p>Lesotho; and possible solutions to problems caused by the Lesotho Highlands Water Project on population and environment.</p> <p>Skills Identification Observation Discussion Information finding Information finding Analysis Interpretation Reporting Group work Eloquence Classification Decision making</p> <p>Values and attitudes Awareness Appreciation Acceptance Efficiency Frugality Stewardship of resources Personal ecology Nature loving</p>	<p>research to investigate the impact of Lesotho Highlands Water project in Lesotho.</p> <ul style="list-style-type: none"> • Learners classify their findings into socio-economic and environmental impacts. • Learners suggest and discuss possible solutions the problems identified. 	<p>economic importance of Lesotho highlands water project</p> <p>suggest possible solutions to the environmental impacts created by Lesotho Highlands water project.</p>	<p>brochures.</p> <p>Geography Textbooks</p> <p>Climate change toolkit</p>
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CITIZENSHIP AND GOVERNANCE

Learning outcomes: at the end of Grade 8, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teacher should assess learners' ability to:	Suggested Resources
<p>24. demonstrate understanding of stages of development of different political ideas.</p>	<p>Concepts Ideology. Karl Marx's theories on how society develops.</p> <p>Stages of development: capitalism; and socialism.</p> <p>Political ideas/ideologies: democracy: direct; and indirect; representative; presidential; parliamentary; authoritarian; participatory; and social.</p>	<ul style="list-style-type: none"> • Teacher explains Marx's theory of development. • Teacher and learners discuss stages of development according to Karl Marx. • Teacher and learners discuss characteristics of each stage of development. • Teacher and learners discuss how each stage led to another. • Teachers compare and explains different political ideas/ideologies. • Teacher and learners revise democracy. • Teacher compares and explains different forms of democracy. 	<p>state stage of development.</p> <p>explain characteristics of each stage of development.</p> <p>illustrate how each stage led to another.</p> <p>explain political ideas and ideologies.</p> <p>explain different forms of democracy.</p> <p>state types of monarchy.</p> <p>compare and contrast Lesotho and Swaziland monarchies.</p>	<p>Text books.</p> <p>Internet.</p> <p>Charts.</p>

	<p>Monarchy absolute constitutional</p> <p>Skills Discussion Identification Observation Application Analysis</p> <p>Values and attitudes Loyalty Transparency</p>	<ul style="list-style-type: none"> • Teacher explains types of Monarchy. • Teacher and learners discuss and compare Lesotho's and Swaziland's monarchies. 		
25. demonstrate appreciation of the changing pattern of colonial rule.	<p>Concepts Parallel rule 1869-1871 Direct rule 1871-1884 Indirect rule 1884-1966</p> <p>Skills Negotiation Resilience</p> <p>Values and attitudes Patriotism appreciation</p>	<ul style="list-style-type: none"> • Teacher explains the concepts of parallel rule, direct rule and indirect rule. • Teacher and learners discuss the parallel rule in Lesotho. • Teacher and learners discuss transfer of power from traditional authorities to Cape rule. 1871. • Teacher and learners discuss the transfer of power from Cape rule to the 	<p>differentiate features of direct and indirect rule.</p> <p>explain parallel rule, direct rule and indirect rule in Lesotho.</p> <p>State reasons for the transfer of power from the Moshoeshoe I to Cape rule in 1871.</p> <p>assess the impact of direct rule on Basotho.</p> <p>assess the impact of</p>	<p>Text books.</p> <p>Internet.</p> <p>Pamphlets.</p> <p>Charts.</p>

		<p>local authorities.1884.</p> <ul style="list-style-type: none"> • Teacher and learners discuss impact of direct rule on Basotho. • Teacher and learners discuss the impact of indirect rule on the chiefs. 	indirect rule on chiefs.	
26. demonstrate appreciation of the Constitution	<p>Concepts Constitution Characteristics of the Constitution.</p> <p>Functions of the constitution.</p> <p>Skills Identification Observation Analysis Decision making</p> <p>Values and attitudes Awareness Responsibility Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains the concept of Constitution. • Teacher discuss characteristics of a Constitution. • Teacher and learners discuss functions of a constitution. • Learners find copies of Lesotho’s constitution and study its contents and layout. • Teacher and learners discuss their findings. • Learners identify themes for Chapters 2, 4, and 5.and then choose topics that they are interested in. • Learners discuss the topics of their interest. 	<p>explain Constitution.</p> <p>state characteristics of constitution.</p> <p>explain function of constitution.</p> <p>describe the layout of Lesotho constitution.</p> <p>present topics of interest from chapters 2, 4 and 5.</p>	<p>Constitution of Lesotho.</p> <p>Development Studies Textbook.</p> <p>Simplified Lesotho Constitution Manual from TRC.</p>
27. demonstrate understanding of	<p>Concepts Democracy</p>	<ul style="list-style-type: none"> • Teacher explains the concepts of democracy. 	explain democracy.	Text books.

<p>democracy.</p>	<p>Characteristics of democracy: Citizen participation Equality Political tolerance Accountability Transparency Regular free and fair</p> <p>Elections: Multi-party system Rule of law Human rights Bill of right Economic freedom Control of the abuse of power</p> <p>Types of democracy: direct democracy; and representative.</p> <p>Skills Information finding Discussion</p> <p>Values and attitudes Compassion</p>	<ul style="list-style-type: none"> • Teacher and learners discuss characteristics of democracy. • Learners discuss situations in Lesotho where some aspects of democracy can be observed. • Teacher explains types of democracy. • Teacher and learners discuss differences between two types of democracy. • Learners assess Moshoeshoe’s rule and identify characteristics of democracy. • Teacher and learners discuss the type of democracy which is practiced in Lesotho, 	<p>explain characteristics of democracy. identify characteristics of democracy in Lesotho situations. explain types of democracy.</p> <p>asses characteristics of democracy in Moshoeshoe’s rule.</p> <p>describe the type of democracy used in Lesotho.</p>	<p>Internet. Charts. Simplified Lesotho Constitution Manual from TRC.</p>
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	Patriotism			
28. demonstrate understanding of civil and political rights.	<p>Concepts Civil rights Political rights. Civil and political responsibilities Consequences of violation of civil and political rights.</p> <p>Skills Discussion Demonstration Sorting Role-play</p> <p>Values and attitudes Acceptance Accountability Patriotism</p>	<ul style="list-style-type: none"> • Teacher explains civil and political rights. • Teacher and learners discuss civil and political responsibilities. • Learners discuss consequences of violating civil and political rights. • Learners role play violation of civil and political rights and their consequences. • Learners match civil and political rights with responsibilities. • Learners discuss ways of protecting one's civil and political rights. 	<p>explain civil and political rights.</p> <p>outline civil and political responsibilities.</p> <p>explain consequences of violating civil and political rights.</p> <p>match rights with responsibilities</p> <p>state ways of protecting one's civil and political rights</p>	<p>Text books. Internet. Charts. Simplified Lesotho Constitution Manual from TRC.</p>

ETHICS AND RELIGION

Learning outcomes: at the end of Grade 8, learners should be able to:	Concepts, Skills, Values and Attitudes	Suggested Learning Experiences	What to assess: teacher should assess learners' ability to:	Suggested Resources
<p>29. appreciate the wonderful work of creation by God.</p>	<p>Concepts Universe. Story of creation.</p> <p>Skills Observation. Discussion.</p> <p>Values and Attitudes Cooperation. Awareness.</p>	<ul style="list-style-type: none"> Learners go outside of the classroom and observe the environment. Learners list everything they have seen and admired on the environment Teacher and Learners define the concept of Universe, Learners read the story of creation Genesis 1-31, 2: 1-9, 15-25, 4: 1-2, Psalm8. In groups, learners discuss how man is related to God and to other creation. Learners present their findings Teacher and learners discuss the read texts above. Teacher and learners identify values /virtues and vices in the story of creation. 	<p>list everything they have seen on the environment.</p> <p>define the concept of Universe.</p> <p>state how man is related to God and the other creation.</p> <p>describe how God created the universe and human beings.</p> <p>identify values /virtues and vices in the story of creation.</p> <p>express their appreciation on everything that has</p>	<p>Bible. Environment. Commentary</p>

		<ul style="list-style-type: none"> Learners express their appreciation on everything that has been created by God. 	been created by God.	
30. explain the origin of sin.	<p>Concepts Sin. Story of fall of man. Consequences of sin: punishment.</p> <p>Skills Discussion. Compose. Role-play. Identification.</p> <p>Values and Attitudes Cooperation. Awareness.</p>	<ul style="list-style-type: none"> Learners define the concept of sin. Learners share their personal experiences of sin and its effects. Learners read the story of the fall of man Genesis 3:1-24, 4:3-16, Isaiah 59:2-3. Learners identify the sins that were committed by Adam, Eve and Cain. Teacher and learners discuss sins and committed by Adam, Eve and Cain. Teacher and learners discuss the effects of sins committed by Adam, Eve and Cain. Learners identify values/virtues and vices from the said stories. Learners in groups compose and role-play the story that shows sin and punishment. 	<p>define the concept of sin.</p> <p>share their personal experiences of sin and its effects.</p> <p>identify the sins that were committed by Adam, Eve, Cain and the people before the flood.</p> <p>compose the story that shows sin and punishment.</p> <p>role-play the story that shows sin and punishment.</p> <p>identify values/virtues and vices from the said stories.</p>	Bible

<p>31.demonstrate respect in Worshipping.</p>	<p>Concepts Worship</p> <p>Different types of worship: Prayer Praise: music and dance. Meditation</p> <p>Types of prayer: individual/private /personal community/public /cooperate</p> <p>Body positions for prayer: siting standing walking bowing kneeling</p>	<ul style="list-style-type: none"> • Learners define the concept of worship. • Learners state different types of worship. • Teacher and learner discuss different types of worship. • Teacher and learners refer to psalm100: 1-2, James 5:13, psalm104:33-34, Exodus 15:20-21, 2 Samuel 6:12-14 to show different types of worship. • Teacher and learners refer to Matthew 6: 5-8 Luke22:41, Acts4:24 to show types of prayer. • Teacher and learners refer to these biblical texts 1Chronicles17:16, Nehemiah 9:5, Mark11:25, 2Kings4:35, Exodus34:8, Psalm72:11, Acts9:40 to show body positions for prayer. • Learners simulate some of the 	<p>define the concepts of worship</p> <p>state different types of worship.</p> <p>state different types of prayer.</p> <p>describe Ways of praying.</p> <p>role-play different types of worship.</p>	<p>Bible Commentary</p>

	<p>Skills Teamwork Discussion Role-play</p> <p>Values and Attitudes Cooperation Awareness</p>	<p>gestured used in prayer.</p> <ul style="list-style-type: none"> In groups, learners role –play different types of worship. 		
32. describe the importance of rites of passage both socially and religiously.	<p>Concepts Rite of passage.</p> <p>Rites of passage: Birth. Circumcision. Naming. Importance of rites of passage.</p> <p>Skills Identification Observation Comparison Judgement Decision making</p>	<ul style="list-style-type: none"> Learners define the phrase rite of passage. Learners name the rites of passage they know. Teacher and learners discuss religious rites of passage with reference to the following Biblical text: Genesis 21: 1-4, Luke1:57-66. Teacher and learners discuss the importance of religious rites of passage with reference to the following Biblical text: Genesis 17:9-14, Genesis17:1-6. In groups, learners research on 	<p>define the phrase rite of passage.</p> <p>name the rites of passage they know.</p> <p>describe religious rites of passage.</p> <p>describe rites of passage in their societies.</p> <p>Compare religious rites of passage with that of the society.</p> <p>outline the importance of rites of passage</p>	<p>Bible Commentary</p>

	<p>Discussion Information finding</p> <p>Values and Attitudes Awareness Cooperation Respect Responsibility</p>	<p>rites of passage in their societies.</p> <ul style="list-style-type: none"> • Learners present their finding. • Teacher and learners discuss importance of rites of passage from a societal context. • Learners compare religious rites of passage with that of the society. 	<p>both socially and religiously.</p>	
<p>33. demonstrate understanding of fellowship as a religious and moral value.</p>	<p>Concepts</p> <p>Values: moral values; and religious values;</p> <p>Fellowship.</p> <p>Pillars of fellowship: trust; respect; concern; and cooperation.</p> <p>Obstacles to fellowship.</p>	<ul style="list-style-type: none"> • Teacher and learners define the following concepts: values, fellowship, moral values and religious values. • Learners state moral and religious values they know. • Teacher and learners define fellowship with reference to the following texts Genesis 6: 9-12, Act 2: 44-47. • Learners list pillars of fellowship. • Teacher and learners discuss pillars of fellowship with reference to Act 2: 44-47. • Teacher and learners define the phrase "obstacles to 	<p>define the following concepts: values, fellowship, moral values and religious values.</p> <p>state moral and religious values they know .</p> <p>list pillars of fellowship</p> <p>describe pillars of fellowship.</p> <p>define the phrase "obstacles to fellowship."</p> <p>discover some of the obstacles to fellowship</p>	<p>Bible Commentary</p>

	<p>Skills Identification Discussion. Information finding. Discovery.</p> <p>Values and Attitudes Awareness. Cooperation. Responsibility. Honesty.</p>	<p>fellowship.”</p> <ul style="list-style-type: none"> • Learners research and discover some of the obstacles to fellowship that they experience in life. • Learners record and report their findings. • In groups, learners create scenarios that show obstacles to fellowship. 	<p>that they experience in life.</p> <p>create scenarios that show obstacles to fellowship.</p>	
34. demonstrate obedience to authority.	<p>Concepts Obedience.</p> <p>Importance of obedience to: parents; school management; community leaders; and God.</p> <p>Consequences of disobedience.</p>	<ul style="list-style-type: none"> • Teacher and learners define the concepts of obedience. • Teacher and learners discuss the importance of obedience with reference to these biblical texts: 1 John 5:2-3, 1 John 2:36, John 13:17 ,1 John2:3, James1:22-25, Joshua1: 7-8 Genesis12: 1-3. • Teacher and learners discuss the consequences of disobedience with reference to Genesis 3: 1-19, 1Samuel 15:20, 22-23, Acts5:1-11 	<p>define the concepts of obedience.</p> <p>describe the importance of obedience for all levels.</p> <p>outline the consequences of disobedience for all levels.</p> <p>share their experiences where they disobeyed their authorities and were punished.</p>	<p>Bible Commentary</p>

	Skills Discussion Values and Attitudes Awareness	<ul style="list-style-type: none">Learners share their experiences where they disobeyed their authorities and were punished.		
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