**SCIENCE SCHEMES OF WORK FOR STD 8 TERM ONE -2020**

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| **WK** | **LES** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **LEARNING ACTIVITIES** | **T /L AIDS** | **REFERENCE** | **RMKS** |
| **1** | - | **REVISION** | General | By the end of the lesson the learner should be able to give correct answers to revisions questions in preparation for std. eight work | -Asking and answering oral/written questions | -Past exam papers.-Chalk board  | -Revision materials-Content covered in previous class |  |
| **2** | 1 | HUMAN BODY | Reproduction in human beings-Fertilization in human beings | By the end of the lesson the learner should be able to Explain fertilization in human beings | ExplanationDiscussionOral questions | Drawings in ppls text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 1 Nairobi: Longhorn Pub. |  |
| 2   | HUMAN BODY | Foetal development  | By the end of the lesson the learner should be able to Describe the development of foetus in human beings | ExplanationDiscussionDemonstration Drawing | Paper bagWater dollString | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 3. Nairobi: Longhorn Pub. |  |
| 3 | HUMAN BODY | Functions of the placenta, umbilical cord and amniotic fluid | By the end of the lesson the learner should be able to identify and list functions of placenta, umbilical cord and amniotic fluid | ExplanationDiscussionGroup workDrawing | Diagram in ppls text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 5 Nairobi: Longhorn Pub. |  |
| 4 | HUMAN BODY | Process of birth | By the end of the lesson the learner should be able to **D**escribe the process of birth in human beings | ExplanationDiscussionNote Taking  | BalloonDoll Pictures and illustrations on chalkboard | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 6, Nairobi: Longhorn Pub. |  |
| 5 | HUMAN BODY | REVISION | By the end of the lesson the learner should be able to answer given written questions correctly to reinforce covered content | ExplanationDiscussionOral questions  | chalkboard  | Ppls book pg. 16 |  |
| **3** | 1 | HUMAN BODY | Excretory organs | By the end of the lesson the learner should be able to identify the main excretory organs | ExplanationDiscussionNote Taking | Diagram in ppls textbook | Karaka J. et al (2005) *Understanding science ppls bk. 8*  pg 9. Nairobi: Longhorn Pub. |  |
| 2 | HUMAN BODY | Excretory organsskin | By the end of the lesson the learner should be able to, identify the main functions of the skinand its waste products | ExplanationDiscussiondrawingNote making | Drawings in ppls text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 10. Nairobi: Longhorn Pub. |  |
| 3 | HUMAN BODY | Lungs  | By the end of the lesson the learner should be able to identify and list functions of lungsand its waste products | ExplanationDiscussion | Diagram in ppls textbook | Karaka J. et al (2005) *Understanding science ppls bk. 8 pg* 13. Nairobi: Longhorn Pub. |  |
| 4 | HUMAN BODY | kidneys | By the end of the lesson the learner should be able to identify thefunctions of the kidney and its waste products | DiscussionExplanationDiscussion | Diagram in ppls textbook | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 14 Nairobi: Longhorn Pub. |  |
|  | 5 | HUMAN BODY | REVISION | By the end of the lesson the learner should be able to write correct answers to given fill in – the-blank test. | Answering written questions | Revision exercise in ppls text bk | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 16 Nairobi: Longhorn Pub. |  |
| **4** | 1 | HEALTH EDUCATION | Sexual transmitted infections STIs* syphilis
 | By the end of the lesson the learner should be able to explain the meaning of STIs give examples of STI’s-Describe cause, signs, symptoms and prevention of syphilis | ExplanationDiscussionAsking and answering questions | Diagrams in pupils text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 18 Nairobi: Longhorn Pub. |  |
| 2  | HEALTH EDUCATION | GonorrheaCause/prevention | By the end of the lesson the learner should be able to describe cause signs, symptoms and prevention of gonorrhea | DiscussionDiscussionnote making | Diagrams in pupils text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 20 Nairobi: Longhorn Pub. |  |
| 3 | HEALTH EDUCATION | Chancroid  | By the end of the lesson the learner should be able to describe cause signs, symptoms and prevention of chancroid. | ExplanationDiscussionGroup work | Diagrams in pupils text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 21 Nairobi: Longhorn Pub. |  |
| 4 | HEALTH EDUCATION | HIV/AIDS | By the end of the lesson the learner should be able to identify control measures of HIV/AIDS  | ExplanationAsking and answering questions | Pictures in ppls text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 23 Nairobi: Longhorn Pub. |  |
| 5 | HEALTH EDUCATION | REVISION | By the end of the lesson the learner should be able to recall content covered in the week. | Writing  |  Revision exercise in ppls text bk | Ppls bk pg. 30 |  |
| **5** | 1 | PLANTS | Adaptation of plants-Dry areas | By the end of the lesson the learner should be able to explain how plants are adapted to their environment-(dry areas) | ExplanationDiscussion | Drawings in ppls text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 32 Nairobi: Longhorn Pub. |  |
| 2  | PLANTS | Adaptation of plants --Wet areas | By the end of the lesson the learner should be able to explain how plants are adapted to their environment-(wet areas) | ExplanationDiscussionGroup work  | Local environment | Karaka J. et al (2005) *Understanding science ppls bk. 8*  pg 36 Nairobi: Longhorn Pub. |  |
| 3 | PLANTS | Crop diseases  | By the end of the lesson the learner should be able to pupil identify and list signs of unhealthy crops. | ExplanationDiscussionOral questions | Crops in the school compound | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 39 Nairobi: Longhorn Pub. |  |
| 4 | PLANTS | Crop diseases | By the end of the lesson the learner should be able to furtheridentify and list signs of unhealthy crops. | ExplanationDiscussion | Local environment | Karaka J. et al (2005) *Understanding science ppls bk. 8*  pg 40 Nairobi: Longhorn Pub. |  |
| 5 | PLANTS | Effects of crop diseases | By the end of the lesson the learner should be able to state effects of crop diseases | DiscussionExplanation |  Local environment | Ppls bk. pg. 42 |  |
| **6** | - | **FORMATIVE ASSESSMENT** | GENERAL | BY the end of the lesson the learner should be able to give correct answers to given test items to reinforce retention of content.  | Asking and answering questions.Tests and quizzes | -Exercises -mid - term exams | -Revision materials-Covered content |  |
| **7** | HALF TERM |  |
| **8** | 1 | ANIMALS | Adaptation in animals- feeding habits – herbivores. | By the end of the lesson the learner should be able to explain how herbivores are adapted to their environment | ExplanationDiscussion | Drawings  | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 45 Nairobi: Longhorn Pub. |  |
| 2  | ANIMALS | Carnivores  | By the end of the lesson the learner should be able to explain how carnivores are adapt to their environment | ExplanationDiscussion | Diagram in ppls text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 48 Nairobi: Longhorn Pub. |  |
| 3 | ANIMALS | Adaptations in animals-feeding habits-omnivores.  | By the end of the lesson the learner should be able to list signs of crop diseases | ExplanationDiscussionOral questions | Digram in ppls text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 50 Nairobi: Longhorn Pub. |  |
| 4 | ANIMALS | Ill-health in livestock | By the end of the lesson the learner should be able to identify and list signs of ill-health in livestock | ExplanationDiscussionOral questions  | Animals from the locality | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 59 Nairobi: Longhorn Pub. |  |
| 5 | ANIMALS | Adaptation of beaks-grain eaters | By the end of the lesson the learner should be able to explain the adaptation of grain eaters to their environment. | ExplanationDiscussion |  Models Pictures in pupils text book | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 52 Nairobi: Longhorn Pub. |  |
| **9** | 1 | ANIMALS | Adaptation of beaks-filter feeders. | By the end of the lesson the learner should be able to pupil be able to explain the adaptation of filter feeders to their environment | ExplanationDiscussion | Picture cutouts | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 53 Nairobi: Longhorn Pub. |  |
| 2  | ANIMALS | Adaptations-flesh eaters | By the end of the lesson the learner should be able to able to explain the adaptation of flesh eaters | ExplanationDiscussion | Picture cutouts | Karaka J. et al (2005) *Understanding science ppls bk. 8*  pg 53 Nairobi: Longhorn Pub. |  |
| 3 | ANIMALS | Adaptation of beaks- nectar feeders | By the end of the lesson the learner should be able to identify and list adaptations to the feeding habits of nectar feeders | ExplanationDiscussionOral questions | Crops in the school compound | Karaka J. et al (2005) *Understanding science ppls bk. 8*  pg 54 Nairobi: Longhorn Pub. |  |
| 4 | ANIMALS | Adaptation of beaks- nectar feeders | By the end of the lesson the learner should be able to identify and list adaptations to the feeding habits of nectar feeders | ExplanationDiscussionOral questions | Crops in the school compound | Karaka J. et al (2005) *Understanding science ppls bk. 8*  pg 54 Nairobi: Longhorn Pub. |  |
| 5 | ANIMALS | REVISION | By the end of the lesson the learner should be able toPupil be able to answer questions correctly | ExplanationDiscussionOral questions  | Revision exercise in ppls text bk  | Ppls bk 8 pg. 55 |  |
| **10** | 1 | ANIMALS | Adaptation to movement-flying | By the end of the lesson the learner should be able to able to explain how animals are adapted to their environment by flying  | ExplanationDiscussionGroup work | Charts Pictures in pupils text bk | Karaka J. et al (2005) *Understanding science ppls bk. 8*  pg 55 Nairobi: Longhorn Pub.  |  |
| 2  | ANIMALS | Adaptations to movement by swimming- | By the end of the lesson the learner should be able to explain the adaptations of animals that swim. | ExplanationDiscussionGroup work | ChartsDrawings | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 57 Nairobi: Longhorn Pub. |  |
| 3 | ANIMALS | Adaptation to movement-hoping and leaping  | By the end of the lesson the learner should be able to explain how animals are adapted to their movement by hopping and leaping | ExplanationDiscussionGroup work | Explanation | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 58 Nairobi: Longhorn Pub. |  |
| 4   | ANIMALS | Effects/signs of ill-health to livestock. | By the end of the lesson the learner should be able to state and list effects of ill-health to livestock | ExplanationDiscussionWriting  | Picture cut -outs  | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 59 Nairobi: Longhorn Pub. |  |
|  | 5 | ANIMALS | Effects/signs of ill-health to livestock. | By the end of the lesson the learner should be able to state and list effects of ill-health to livestock | ExplanationDiscussionWriting  | Picture cutouts  | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 61 Nairobi: Longhorn Pub. |  |
| **11** | 1 | WATER | Soft and hard water | By the end of the lesson the learner should be able to state the difference between hard and soft water | ExplanationDiscussion Oral questions  | Salty waterRainy waterSoap and basin  | - Karaka J. et al (2005) *Understanding science ppls bk. 8* pg Nairobi: Longhorn Pub.64 |  |
| 2  | WATER | Softening hard water | By the end of the lesson the learner should be able to investigate softening of hard water by boiling | Experimentation Oral questions | Jiko Sufuria Salty water | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 65 Nairobi: Longhorn Pub. |  |
| 3 | WATER | Disadvantages of hard water | By the end of the lesson the learner should be able to pupil be able to investigate the disadvantages of hard water | ExplanationDiscussionGroup work | Water Buckets , basins, salt | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 66 Nairobi: Longhorn Pub. |  |
| 4   | WATER | Disadvantages of hard water | By the end of the lesson the learner should be able to investigate the disadvantages of hard water | ExplanationDiscussionGroup workExperiment | Water Buckets , basins, salt | Karaka J. et al (2005) *Understanding science ppls bk.* 8 pg 67 Nairobi: Longhorn Pub. |  |
| 4  | WATER | Disadvantages of hard water | By the end of the lesson the learner should be able to investigate the disadvantages of hard water | ExplanationDiscussionGroup workExperiment | Water Buckets , basins, salt | - Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 68 Nairobi: Longhorn Pub. |  |
|  |  5 | WATER | REVISION  | By the end of the lesson the learner should be able to answer questions correctly to reinforce covered content | Writing  | Revision exercise in ppls text bk | Ppls bk 8 pg. 70 |  |
| **12** | 1 | ENVIRONME-NT | Effects of pollution on environment; plants, small animals e.g. bacteria | By the end of the lesson the learner should be able to identify and list effects of soil pollution on plants | ExplanationDiscussionOral questions | Local invironment | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 73 Nairobi: Longhorn Pub. |  |
| 2  | ENVIRONME-NT  | Effects of pollution on environment-on animals | By the end of the lesson the learner should be able to describe effects of soil pollution on animals | DiscussionExplanationGroup work | Picture cutouts | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 74 Nairobi: Longhorn Pub.  |  |
| 3 | ENVIRONME-NT | Conservation of soil | By the end of the lesson the learner should be able to explain the meaning of soil conservation and describe conservation methods | Writing ExplanationDiscussionGroup work | Local environment | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 74 Nairobi: Longhorn Pub. |  |
| 4  | ENVIRONME-NT | Methods of conserving soil | By the end of the lesson the learner should be able to describe some of the conservation methods of soil | ExplanationDiscussionLocal environment | Local environment | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 75 Nairobi: Longhorn Pub. |  |
|  5 | ENVIRONME-NT | REVISION  | By the end of the lesson the learner should be demonstrate knowledge of covered content. | Writing  | Revision exercise in ppls text bk  | Ppls book pg 73-74 |  |
| **13** | **-** | **REVISIONS** | **General** | By the end of the lesson the learner should be able to recall content covered in the term in preparation for end term exam | Asking and answering questions.Tests and quizes | Past exam papers | Karaka J. et al (2005) *Understanding science ppls bk. 8* pg 1-75 Nairobi: Longhorn Pub. |  |
| **14** | **END TERM ONE EXAMS , MARKING, ANALYSING AND RECORDING EXAM RESULTS** |