**STD 8 SCIENCE SCHEMES OF WORK TERM 2 - 2023**

| **WEEK** | **LESSON** | **TOPIC** | SUB-TOPIC | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **RMKS** |
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| 1 | 1 | ENVIRONMENT | -soil pollution-Effects of soil pollution | By the end of the lesson the learner should be able to:1. Explain meaning of soil pollution.2. Describe effects of soil pollution. | -Revision-Explanation-Discussion-Writing | Real soil samples -clay -loam -sand | Pri sci. ppls bk pg 44. 2 pg 66l soil samples |  |
|  | 2 | ‘’ | Soil conservation | By the end of the lesson the learner should be able to:1. Explain meaning of soil conservation.2. Describe soil conservation methods | -Explanation-Discussion-Writing-Question-answer | -Real soil samples-Pictures-Diagrams |  Sci bk pg 90 |  |
|  | 3 | ‘’ | Air pollution | By the end of the lesson the learner should be able to:1.Practice soil conservation2. Describe how air gets polluted | -Revsion-Explanation-Discussion-Writing | -A chart showing causes of air pollution | Pry. scie ppls bk pg 97 |  |
|  | 4 | ‘’ | Effects of air pollution | By the end of the lesson the learner should be able to:State effects of air pollution | -Revision-Explanation-Discussion-Writing | -Text books-Pictures | Pry. scie ppls bk 8 pg 102  |  |
|  | 5 | ‘’ | Ways of controlling air pollution | By the end of the lesson the learner should be able to:Identify ways in which air pollution can be controlled | -Revision-Explanation-Discussion-Writing-Ques-ans | -Text books-Pictures | Pry. scie ppls bk 8 pg 104 |  |
| 2 | 1 | FOOD AND NUTRITION | Nutrition for special groups-pregnant mother-lactating mother | By the end of the lesson the learner should be able to:Identify nutritional requirement for special groups. | -Explanation-Discussion-naming-Writing | Real food samples-Pictures | Pry. scie ppls bk 8 pg 113 |  |
|  | 2 | ‘’ | Nutrition for infants-Value of breast milk | By the end of the lesson the learner should be able to:1.Identify nutritional requirements for special groups.2. Describe value of breast milk (advantages) | -Revision-Explanation-Discussion-Writing-Ques-ans | -Real food samples-Pictures | Pry. scie ppls bk 8 pg 117 |  |
|  | 3 | ‘’ | Nutrition for people with HIV/AIDS | By the end of the lesson the learner should be able to:Identify nutritional requirements for special groups | -Revision-Explanation-Discussion-Asking and answering oral questions | -Real food samples-Pictures | Pry. scie ppls bk 8 pg 118 |  |
|  | 4  |  | FOOD POISONING-Causes of food poisoning | By the end of the lesson the learner should be able to:1.Name Causes of food poisoning | -Revision-Explanation-Discussion-Writing | Chalkboard | Pry. scie ppls bk 8 pg |  |
|  | 5 |  | -Ways of preventing food poisoning | By the end of the lesson the learner should be able to:-State ways of preventing food poisoning | ‘’ | Chalkboard | ‘’ |  |
| 3 | 1 | ENERGY | Meaning-Types of energy | By the end of the lesson the learner should be able to:1. Explain what energy is2. Describe different types of energy | -Revision-Defining-Discussion-Stating | -chart showing types of energy | Pry. scie ppls bk 8 pg 128 |  |
|  | 2 | Different types of energy |  | By the end of the lesson the learner should be able to:1.Describe different types of energy | -Revision-Defining-Discussion-Writing-Stating | -Chart showing types of energy | Pry. scie ppls bk 8 pg 136 |  |
|  | 3 | ,, |  | By the end of the lesson the learner should be able to:1.Describe different types of energy | ‘’ | Chalkboard | ‘’ |  |
|  | 4 | ENERGY | Transformation of energy in electric circuit | By the end of the lesson the learner should be able to:* Describe transformations of energy
 | -Explanation-Discussion-Experimentation-Observing-Naming | Real material eg cells,bulbs.wires | Pry. scie ppls bk 8 pg 141 |  |
|  | 5 | ‘’ | CAT | Pupils will do a CAT on food and nutrition and energy | -Doing a CAT on topics covered | Written questions | -Chalkboard-Textbooks |  |
| 4 | 1 | ENERGY | Energy transformation in food.  | By the end of the lesson the learner should be able to:* Describe transformation of energy.
 | -Explanation-experimentation -Discussion-observation -writing  | Chart showing energy transformations in food.  | Pry. scie ppls bk 8 pg pg 143 |  |
|  | 2 | ,, | Energy transformation in burning fuels  | By the end of the lesson the learner should be able to:* Describe transformation of energy in burning fuels
 | -Explanation-experimentation -Discussion-observation  | Real fuels eg. firewood, kerosene.-charts showing changes.  | Pry scie pls bk 8 pg 140 |  |
|  | 3 | ,, | Energy transformation in a radio.  | By the end of the lesson the learner should be able to:* Describe transformation of energy
 | -Explanation-experimentation -Discussion-observation  | Real radio-Charts showing changes | Pry scie pls bk 8 pg 144 |  |
|  | 4 | ,, | Simple electromagnet  | By the end of the lesson the learner should be able to:* Describe transformation of energy.
 | -Explanation-experimentation -Discussion-observation  | Real material eg. cells, wires, bulbs,nails etc  | Pry scie pls bk8 pg 145 |  |
|  | 5 |  | CAT  | Pupils will do a cat on topic energy.  | -Doing a cat - Marking -Revision  | Written question. | -chalkboard-textbooks |  |
| 5 | 1 | Energy  | Methods of conserving energy | By the end of the lesson the learner should be able to:* State methods of conserving energy
 | -Revision -Explanation-Discussion-Writing.  | Chart showing methods of conserving energy. | Pry. scie pls bk 8 pg 147Scie in action pg 74 |  |
|  | 2 | ,, | ,, | By the end of the lesson the learner should be able to:* state methods of conserving energy in revision .
 | -Revision-Explanation-Discussion-Writing  | Chart showing methods of conserving energy. | Pry. scie pls. pg 147Scie inaction pg 74 |  |
|  | 3 | Making work easier  | Simple machines -ladder-stair case-road winding up a hill  | By the end of the lesson the learner should be able to:* Investigate how inclined planes make work easier.
 | -Explanation-experimentation -measuring -recording-observation  | -Metre rule-Vertical stand-Weight-Screws-ladder-tamp. | Syllabus vol 2pg.71Pry scie pls pg 160-163 |  |
|  | 4 | ‘’ | ‘’ | By the end of the lesson the learner should be able to: Investigate how inclined planes make work easier. | ‘’ | ‘’ | 2pg.71Pry scie pls |  |
|  | 5 | ,, | CAT | Pupils will answer typed questions on topics covered .  | -Answering typed questions | Typed questions on papers  | Chalkboard.Question booklets |  |
| 6 | 1 | ,, | PULLEYS -meaningSingle fixed pulley | By the end of the lesson the learner should be able to:1. investigate how single fixed pulley make work easier

  | -Explanation-experimentation -observation -discussion-recording  | Real pulleys from the scie. kit | Syllabus vol. 2 pg 71Pry scie. pls bk8 pg 164 |  |
|  | 2 | ,, |  | By the end of the lesson the learner should be able to:1. investigate how single fixed pulley make work easier
2. state uses of single fixed pulley
 | -Explanation-experimentation -observation -discussion-recording -stating  | Real pulley from the scie kit. | Pry scie pls bk 8 pg 165 |  |
|  | - | REVISION (health education) | By the end of the lesson the learner should be able to:answer oral and written questions on topic covered. | -group discussion -reporting -  | Writing questions  | -text books-past papers  |  |
| 7 | - | REVISION(Animals) | By the end of the lesson the learner should be able to:* answer oral and written questions on topic covered
 | * group discussion
* writing
* reporting
 | Written questions  | Text booksPast papers |  |
| 8 | - | REVISION(Making work easier) | By the end of the lesson the learner should be able to:* answer written questions on making work easier
 | * groups discussion
* writing
* reporting
 | Written questions | Text booksPast papers |  |
| 9 | - | REVISION(Energy) | By the end of the lesson the learner should be able to:* perform different activities to demonstrate energy transformation
 | * naming materials
* performing experiments
* observations
* recording
 | Real materials brought to class  | Text booksScience kit  |  |
| 10 | - | REVISION(Environment) | By the end of the lesson the learner should be able to:* questions on topic environment
 | * group discussion
* writing
* reporting
 | Written questions  | Text booksPast papers |  |
| 11-12-13-14 | **END TERM TWO EXAMS** |