**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 66  l 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 conservation  2. 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 is  2. 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 147  Scie 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 147  Scie 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.71  Pry 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.71  Pry 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  -meaning  Single 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 71  Pry 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 books  Past 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 books  Past 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 books  Science 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 books  Past papers |  |
| 11-12-13-14 | **END TERM TWO EXAMS** | | | | | | | |