**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 on animals | -Revision-Explanation-Discussion-Writing | Real soil samples -clay -loam -sand | Karaka J. et al (2005) *Understanding science ppls bk. 8*pg 1 Nairobi: Longhorn Pub.  |  |
|  | 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 | Und. Sci p pls 8 pg 75 |  |
|  | 3 | ‘’ | Air pollution | By the end of the lesson the learner should be able to:1.Practice soil conservation2. Describe how air gets polluted | -Revision-Explanation-Discussion-Writing | -A chart showing causes of air pollution | Und. Sci ppls bk 8 pg 80 |  |
|  | 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 | Und. Scipplsbk 8 bkpg 82 |  |
|  | 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 | Und. Sci ppls 8 pg 83 |  |
| 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 | Und. Sci ppls bk 8 bk 87 |  |
|  | 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 | Und. Scipplsbk 8 bkpg 89 |  |
|  | 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 | food samples-Pictures | Und. Sci ppls bk 8 pg 90 |  |
|  | 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 | -Explanation-Discussion-Writing | food samples-Pictures | Und. Sci ppls 8 pg 90 |  |
|  | 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 | Und. Sci ppls 8 pg 93 |  |
| 3 | 1 | Revision test | Written exercise | By the end of the period the learners should be able to give correct answers to the given test items to demonstrate retention of content on Food and nutrition | -Attempting written questions | Revision exercise 6 | Und. Sci.ppls bk 8 pg 85 |  |
|  | 2 | 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 | -Defining-Discussion-describing types of energy | -chart showing types of energy | Und. Sci ppls bk 8 Pg 96 |  |
|  | 3 | ,, | Different types of energy | By the end of the lesson the learner should be able to:1.Describe different types of energy -chemical energy -Heat energy -light energy | -Revision-Defining-Discussion--observation - note taking n  | -Chart showing types of energy | Und. Sc ppls bk 8 pg 96 |  |
|  | 4 | ,, | Different types of energy | By the end of the lesson the learner should be able to:1.Describe different types of energy -Electric energy -Magnetic energy -Sound energy | -Discussion--observation - note taking n  | -Chart showing types of energy | Und. Sci ppls bk 8 pg 100 |  |
|  | 5 | 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 | Und. Sci ppls bk 8 pg 103 |  |
| 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 -note taking  | Chart showing energy transformations in food.  | Und. Sci ppls 8 bkpg 104 |  |
|  | 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 fuelseg. firewood, kerosene.-charts showing changes.  | Und. Sci ppls bk 8 pg 105 |  |
|  | 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 | Und. Sci ppls 8 bkpg 106 |  |
|  | 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, nailsetc | Und. Sci ppls bk 8 pg 107 |  |
|  | 5 | Revision test | Written exercise | By the end of the period the learners should be able to give correct answers to the given test items to demonstrate retention of content on energy | -Attempting written questions | Revision exercise 6 | Und. Sci.ppls bk 8 pg 107 |  |
| 5 | 1 | Energy  | **Methods of conserving energy**-Using energy sparingly | By the end of the lesson the learner should be able to:* State methods of conserving energy by using energy sparingly
 | -Revision -Explanation-Discussion-Writing.  | Chart showing methods of conserving energy. | Und. Sci ppls 8 pg 108 |  |
|  | 2 | ,, | -using energy efficient devices | By the end of the lesson the learner should be able to:* state methods of conserving energy by using energy –efficient devices
 | -Revision-Explanation-Discussion-Writing  | Chart showing methods of conserving energy. | Und. Sci. ppls bk 8 pg 109 |  |
|  | 3 | ,, | -using renewable energy | By the end of the lesson the learner should be able to:* state methods of conserving energy by using renewable energy
 | -Revision-Explanation-Discussion-Writing  | Chart showing methods of conserving energy. | Und. Sci ppls k 8 pg 111 |  |
|  | 4 | MAKING WORK EASIER  | Simple machines **Inclined planes**-ladder | By the end of the lesson the learner should be able to:* Investigate how inclined planes make work easier.
 | -Explanation-experimentation -measuring -recordin | -Metre rule-Vertical stand-Weight-Screws-ladder-tamp. | Und. Sci ppls 8 bkpg 116 |  |
|  | 5 | ‘’ | -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 -observation -discussion | Pictures and illustrations | Und. Sci ppls 8 bk 119 |  |
| 6 | 1 | MAKING WORK EASIER | PULLEYS -meaning-simple machines | 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  | pulleys from the scie. kit | Und. Sci pplsbk 8 pg |  |
|  | 2 | MAKING WORK EASIER | single fixed pulley  | By the end of the lesson the learner should be able to:1. investigate how single fixed pulley makes work easier
2. state advantages and uses of single fixed pulley
 | -Explanation-experimentation -observation -discussion-recording -stating  | Single fixed pulley on a Flag post | Und. Sci ppls 8 pg 124 |  |
|  | 3 |  | - single fixed pulley  | By the end of the lesson the learner should be able to: state advantages and uses of single fixed pulley  | Explanation-experimentation -observation -discussion | single fixed pulley |  |  |
|  | 4 | MAKING WORK EASIER |  | By the end of the lesson the learner should be able to: raise a flag using a single fixed pulley to raise a flag | Explanation-experimentation -observation -discussion | Flag,, flag post rope, single fixed pulley | Und. Sci ppls 8 pg 124 |  |
|  | 5 | Revision test | Written exercise | By the end of the period the learners should be able to give correct answers to the given test items to demonstrate retention of content on making work easier | -Attempting written questions | Revision exercise 6 | Und. Sci.ppls bk 8 pg 85 |  |
| 7 | 1 | HUMAN BODY(Revision) | 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 | *Understanding science ppls bk. 8* pg 1  | 1 |
| 2   | ,, | 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 |  *Understanding science ppls bk. 8* pg 3.  | 2   |
| 3 | ,, | 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 | *Understanding science ppls bk. 8* pg 5  | 3 |
| 4 | ,, | 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 | *Understanding science ppls bk. 8* pg 6,  | 4 |
| 5 | ,, | 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 | 5 |
| 8 | 1 | HUMAN BODY(Revision) | 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 | *Understanding science ppls bk. 8*  pg 9.  |  |
| 2 | ,, | 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 | *Understanding science ppls bk. 8* pg 10 |  |
| 3 | ,, | 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 | *Understanding science ppls bk. 8 pg* 13.  |  |
| 4 | ,, | 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 | *Understanding science ppls bk. 8* pg 14  |  |
| 5 | ,, | 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 |  *Understanding science ppls bk. 8* pg 16  |  |
| 9 | 1 | HEALTH EDUCATION(Revision) | 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 | *Understanding science ppls bk. 8* pg 18  |  |
| 2 | ,, | 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 | *Understanding science ppls bk. 8* pg 20 . |  |
| 3 | ,, | 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 | *Understanding science ppls bk. 8* pg 21 . |  |
| 4 | ,, | 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 | *Understanding science ppls bk. 8* pg  |  |
| 5 | ,, | 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 |  |
| 10 | 1 | PLANTS(Revision) | 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 | *Understanding science ppls bk. 8* pg 32  |  |
| 2 | ,, | 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 | *Understanding science ppls bk. 8*  pg  |  |
| 3 | ,, | 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 | *Understanding science ppls bk. 8* pg 39  |  |
| 4 | ,, | Crop diseases | By the end of the lesson the learner should be able to furtheridentify and list signs of unhealthy crops. | ExplanationDiscussion | Local environment | *Understanding science ppls bk. 8*  pg 40  |  |
| 5 | ,, | 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 |  |
| 11-12-13-14 | **End term exams** |