**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 conservation  2. 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 is  2. 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 | Explanation  Discussion  Oral 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 | Explanation  Discussion  Demonstration  Drawing | Paper bag  Water doll  String | *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 | Explanation  Discussion  Group work  Drawing | 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 | Explanation  Discussion  Note Taking | Balloon  Doll  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 | Explanation  Discussion  Oral 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 | Explanation  Discussion  Note Taking | Diagram in ppls textbook | *Understanding science ppls bk. 8*  pg 9. |  |
| 2 | ,, | Excretory organs  skin | By the end of the lesson the learner should be able to, identify the main functions of the skin  and its waste products | Explanation  Discussion  drawing  Note 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 lungs  and its waste products | Explanation  Discussion | 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 | Discussion  Explanation  Discussion | 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 | Explanation  Discussion  Asking and answering questions | Diagrams in pupils text book | *Understanding science ppls bk. 8* pg 18 |  |
| 2 | ,, | Gonorrhea  Cause/prevention | By the end of the lesson the learner should be able to describe cause signs, symptoms and prevention of gonorrhea | Discussion  Discussion  note 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. | Explanation  Discussion  Group 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 | Explanation  Asking 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) | Explanation  Discussion | 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) | Explanation  Discussion  Group 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. | Explanation  Discussion  Oral 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. | Explanation  Discussion | 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 | Discussion  Explanation | Local environment | Ppls bk. pg. 42 |  |
| 11-12-13-14 | **End term exams** | | | | | | | |