**SCIENCE SCHEMES OF WORK**

**STANDARD EIGHT**

**TERM I**

**REFERENCES:**

1. SCIENCE IN ACTION PUPILS BOOK8, OXFORD PUBLISHERS
2. SCIENCE IN ACTION TEACHER’S GUIDE BOOK 8 OXFORD PUBLISHERS
3. PRIMARY SCIENCE PUPILS BOOK8, JKF PUBLISHERS
4. PRIMARY SCIENCE TEACHERS GUIDE BOOK 8 JKF PUBLISHERS
5. UNDERSTANDING SCIENCE PUPILS BOOK8 PUBLISHERS

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| **WEEK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **TEACHER’S ACTIVITIES** | **EARNER’S ACTIVITIES** | **RESOURCES** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| **1** | **REPORTING AND PREPARATION** | | | | | | | | |  |
| **2**  **3**  **4** | **1** | **Reproduction in human beings** | **Fertilization in human beings** | **By the end of this lesson the learner should be able to explain fertilization in human beings** | **• Identifying essential parts**  **• Explaining the role**  **of sperms and ova in**  **fertilization**  **• Discussion** | **• Identifying essential parts**  **• Explaining the role**  **of sperms and ova in**  **fertilization**  **• Discussion** | **Photographs- - charts on**  **the reproductive system**  **chart of reproductive system** | **Ps Pbk8 Pg2-10**  **PSTG bk8Pg2-6**  **SCIA - 8 pg 2-6**  **TG - 8 pg 2**  **US PB 8Pg3-4**  **US TG8Pg1-5** | **Drawing and labelling diagrams** |  |
| **2** |  | **Foetal development The zygote** | **By the end of this lesson the learner should be able to explain development of foetus in zygote stage** | **• Identifying parts**  **• Explaining the role**  **of sperms and ova in**  **fertilization**  **• Discussing the** | **• Identifying parts**  **• Explaining the role**  **of sperms and ova in**  **fertilization**  **• Discussing the** | * **Photographs - charts on**   **the reproductive system** | **Ps Pbk8 Pg**  **PSTG bk8Pg**  **SCIA - 8 pg 2-6**  **TG - 8 pg 2**  **US PB 8Pg2-4**  **US TG8Pg1-5** | **Written exercise** |  |
| **3** |  | **Foetal development**  **The embryo** | **By the end of this lesson the learner should be able to discuss and explain development of foetus in embryo stage** | **• Identifying**  **• Explaining**  **• Discussing the** | **• Identifying**  **• Explaining**  **• Discussing the** | **Photographs and charts on**  **the reproductive system** | **Ps Pbk8 Pg**  **PSTG bk8Pg**  **SCIA - 8 pg 2-6**  **TG - 8 pg 2**  **US PB 8Pg2-4**  **US TG8Pg1-3** | **Filling in blank spaces** |  |
| **4-5** |  | **Development of the foetus** | **By the end of this lesson the learner should be able to explain development of foetus in last stage (foetus)** | * **Explanation** * **Discussion** * **Observation** | * **Explanation** * **Discussion** * **Observation** | * **Chart** * **Photographs** * **Diagrams from the book** | **Ps Pbk8 Pg2-10**  **PSTG bk8Pg2-6**  **SCIA - 8 pg 2-6**  **TG - 8 pg 2**  **US PB 8Pg3-4**  **US TG8Pg1-3** | **Oral exercise** |  |
| **1-2** |  | **The process of birth** | **By the end of this lesson the learner should be able to explain and describe the process of birth.** | * **Description** * **Demonstration** * **Discussion** | * **Description** * **Demonstration** * **Discussion** | **chart of reproductive system**   * **Photographs**   **Diagrams from the b** | **Ps Pbk8 Pg2-10**  **PSTG bk8Pg2-6**  **SCIA - 8 pg 2-6**  **TG - 8 pg 2**  **US PB 8Pg3-4**  **US TG8Pg1-3** | **Drawing and labelling diagrams** |  |
| **3** |  | **The process of birth** | **By the end of this lesson the learner should be able to explain and describe the process of birth.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **chart**   **Diagrams from the book** | **Ps Pbk8 Pg2-10**  **PSTG bk8Pg2-6**  **SCIA - 8 pg 2-6**  **TG - 8 pg 2**  **US PB 8Pg3-4**  **US TG8Pg1-3** | **Written exercise** |  |
| **4** |  | **The process of birth** | **By the end of this lesson the learner should be able to explain and describe the process of birth.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **chart** * **Photographs**   **Diagrams from the book**  **chart of reproductive system** | **Ps Pbk8 Pg2-10**  **PSTG bk8Pg2-6**  **SCIA - 8 pg 2-6**  **TG - 8 pg 2**  **US PB 8Pg35-40**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **5** | **The Excretory system** | **The skin** | **By the end of this lesson the learner should be able to identify the skin as an excretory organ** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Photographs**   **Diagrams from the book**  **chart of reproductive system** | **Ps Pbk8 Pg10-15**  **PSTG bk8Pg6-8**  **SCIA - 8 pg 8-12**  **TG - 8 pg 2-7**  **US PB 8Pg5-8**  **US TG8Pg17** | **Oral exercise** |  |
| **1** |  | **The skin** | **By the end of this lesson the learner should be able to name the waste products the skin helps to remove** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | **Diagrams from the book**   * **Skin** * **hide** | **Ps Pbk8 Pg10-15**  **PSTG bk8Pg6-8**  **SCIA - 8 pg 8-12**  **TG - 8 pg 2-7**  **US PB 8Pg5-8**  **US TG8Pg1-5** | **Drawing and labelling diagrams** |  |
| **2** |  | **The skin** | **By the end of this lesson the learner should be able to identify parts of the skin** | * **Description** * **Drawing** * **Note taking** * **Explanation** * **Observation** | * **Description** * **Drawing** * **Note taking** * **Explanation** * **Observation** | * **chart** * **Photographs**   **Diagrams from the book**   * **hide** | **Ps Pbk8 Pg10-15**  **PSTG bk8Pg6-8**  **SCIA - 8 pg 8-12**  **TG - 8 pg 2-7**  **US PB 8Pg5-9**  **US TG8Pg7** | **Written exercise** |  |
| **3-5** |  | **The kidneys** | **By the end of this lesson the learner should be able to identify the kidney as an excretory** | * **Description** * **Demonstration** * **Discussion** * **Explanation**   **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation**   **Observation** | * **chart** * **Photographs**   **Diagrams from the book** | **Ps Pbk8 Pg10-15**  **PSTG bk8Pg6-8**  **SCIA - 8 pg 8-12**  **TG - 8 pg 2-7**  **US PB 8Pg35-40**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **5** | **1** |  |  | **By the end of this lesson the learner should be able to name the waste products it helps to remove.** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Diagrams from the book** * **Picture** | **Ps Pbk8 Pg10-15**  **PSTG bk8Pg6-8**  **SCIA - 8 pg 8-12**  **TG - 8 pg 2-7**  **US PB 8Pg5-9**  **US TG8Pg7** | **Oral exercise** |  |
|  | **2** |  |  | **By the end of this lesson the learner should be able to identify the external appearance of kidney.** | * **Description** * **Demonstration** * **Drawing** * **Note taking**   **Observation** | * **Description** * **Demonstration** * **Drawing** * **Note taking**   **Observation** | * **Diagrams from the book**   **Picture** | **Ps Pbk8 Pg10-15**  **PSTG bk8Pg6-8**  **SCIA - 8 pg 8-12**  **TG - 8 pg 2-7**  **US PB 8Pg8-12**  **US TG8Pg7-9** | **Drawing and labelling diagrams** |  |
| **6**  **7** | **3-5** | **Health education** | **Meaning of STD’S** | **By the end of this lesson the learner should be able to explain the meaning of sexually transmitted disease** | * **Description** * **Demonstration** * **Discussion** * **Explanation**   **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation**   **Observation** | * **Diagrams from the book**   **Pictures** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12**  **US PB 8Pg13-14**  **US TG8Pg11** | **Written exercise** |  |
| **1** |  |  | **By the end of this lesson the learner should be able to give examples of sexually transmitted disease** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Diagrams from the book**   **Pictures** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12**  **US PB 8Pg13-14**  **US TG8Pg12** | **Filling in blank spaces** |  |
| **2** |  | **Gonorrhoea** | **By the end of this lesson the learner should be able to name causes of gonorrhoea and discuss the preventive measure** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Diagrams from the book** * **Pictures** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12** | **Oral exercise** |  |
| **3-4** |  | **Chancroid** | **By the end of this lesson the learner should be able to name causes of Chancroid and discuss the preventive measure** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Diagrams from the book** * **Pictures** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12**  **US PB 8Pg15-**  **US TG8Pg12** | **Drawing and labelling diagrams** |  |
| **5** |  | **Sexually transmitted diseases**  **Syphilis** | **By the end of this lesson the learner should be able to name causes of syphilis and discuss the preventive measure** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Diagrams from the book** * **Pictures** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12**  **US PB 8Pg5-4**  **US TG8Pg12** | **Written exercise** |  |
| **1** |  | **Sexually transmitted diseases** | **By the end of this lesson the learner should be able to discuss preventive measures for sexually transmitted infections** | * **Description** * **Drawing** * **Note taking** * **Explanation** * **Observation** | * **Description** * **Drawing** * **Note taking** * **Explanation** * **Observation** | * **Diagrams from the book** * **Picture** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12** | **Filling in blank spaces** |  |
| **2-3** |  | **Control of HIV/ AIDS** | **By the end of this lesson the learner should be able to identify control measures of HIV/ AIDS** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Diagrams from the book** * **Pictures** * **Posters** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12**  **US PB 8Pg13-14**  **US TG8Pg13** | **Oral exercise** |  |
| **4** |  |  | **By the end of this lesson the learner should be able to identify control measures of HIV/ AIDS** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Description** * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Diagrams from the book** * **Pictures** * **Posters** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12**  **US PB 8Pg15-17**  **US TG8Pg12** | **Drawing and labelling diagrams** |  |
| **5** |  | **Mass education and the media** | **By the end of this lesson the learner should be able to identify control measures of HIV/ AIDS** | * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Demonstration** * **Discussion** * **Drawing** * **Note taking** | * **Diagrams from the book** * **Pictures** * **Posters** | **Ps Pbk8 Pg15-18**  **PSTG bk8Pg8-11**  **SCIA - 8 pg 12-15**  **TG - 8 pg 10-12**  **US PB 8Pg15-18**  **US TG8Pg13** | **Written exercise** |  |
| **1** | **Plants** | **Adaptation of plants** | **By the end of this lesson the learner should be able to observe adaptive features of plants** | * **Drawing** * **Nature walk** * **Note taking** * **Discussion** | * **Drawing** * **Nature walk** * **Note taking** * **Discussion** | * **Diagrams from the book** * **Picture** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg15-16**  **US TG8Pg16** | **Filling in blank spaces** |  |
| **8** | **2** |  | **Adaptation of plants**  **Dry area** | **By the end of this lesson the learner should be able to explain how plants are adapted to dry area.** | * **Excursion** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Excursion** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Diagrams from the book** * **Pictures** * **Cactus** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg15-16**  **US TG8Pg14** | **Oral exercise** |  |
|  | **3-4** |  | **Adaptation of plants**  **Wet area** | **By the end of this lesson the learner should be able to explain how plants are adapted to wet environment.** | * **excursion** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **excursion** * **Demonstration** * **Discussion** * **Explanation** * **Observation** | * **Diagrams from the book** * **Pictures** * **Arrow root** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19** | **Drawing and labelling diagrams** |  |
| **9** | **5** |  | **Adaptation of plants** | **By the end of this lesson the learner should be able to describe different ways in which plants defend themselves** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Diagrams from the book** * **Pictures** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg15-18**  **US TG8Pg14** | **Written exercise** |  |
| **1** |  | **Signs of unhealthy crops** | **By the end of this lesson the learner should be able to identify signs of unhealthy plants** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Diagrams from the book** * **Pictures** * **unhealthy plant** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg15-17**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **2** |  | **Effect of crop diseases** | **By the end of this lesson the learner should be able to observe effects of crop diseases in their habits around the school compound.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Diagrams from the book** * **Pictures**   **unhealthy plant** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Oral exercise** |  |
| **3** | **Animals** | **Feeding habits** | **By the end of this lesson the learner should be able to identify the different feeding habit of animals in the school environment** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | * **Diagrams from the book** * **Pictures** * **cow** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **4-5** |  | **Feeding habit**  **herbivore** | **By the end of this lesson the learner should be able to describe the characteristics of herbivores and their feeding habit** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Excursion**  **Hide/skin**  **Real animals**  **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **10** | **1** |  | **Carnivores** | **By the end of this lesson the learner should be able to explain the feeding habits of carnivores** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | **Excursion**  **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Filling in blank spaces** |  |
|  | **2** |  | **Omnivores** | **By the end of this lesson the learner should be able to explain the feeding habits of omnivores** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | **Hide/skin**  **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Oral exercise** |  |
|  | **3** |  | **Adaptation of beaks for feeding** | **By the end of this lesson the learner should be able to explain how grain eater beaks are adapted to their feeding habitats** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | * **Drawing** * **Note taking** * **Description** * **Demonstration** | **Real animals**  **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
|  | **4** |  | **Adaptation of beaks for feeding** | **By the end of this lesson the learner should be able to explain how filter feeder beaks are adapted to their feeding habitats** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
|  | **5** |  | **Adaptation of beaks for feeding** | **By the end of this lesson the learner should be able to explain how fresh eater beaks are adapted to their feeding habitats** | * **Description** * **Demonstration** * **Discussion** * **Explanation**   **drawing** | * **Description** * **Demonstration** * **Discussion** * **Explanation**   **drawing** | **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Filling in blank spaces** |  |
|  | **1** |  | **Adaptation of beaks for feeding** | **By the end of this lesson the learner should be able to explain how nectar eater beaks are adapted to their feeding habitats** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Oral exercise** |  |
| **11**  **12** | **2** |  | **Adaptation of animals to movement** | **By the end of this lesson the learner should be able to explain how flying animals are adapted to their way of moving.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Excursion**  **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **3** |  |  | **By the end of this lesson the learner should be able to explain how swimming animals are adapted to their way of moving.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **4-5** |  |  | **By the end of this lesson the learner should be able to explain how hopping and leaping animals are adapted to their way of moving.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **1** |  | **Livestock diseases** | **By the end of this lesson the learner should be able to identify signs of ill health in livestock.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | * **Description** * **Demonstration** * **Discussion** * **Explanation** * **drawing** | **Hide/skin**  **Pictures**  **Photograph**  **Drawing** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Oral exercise** |  |
| **2** |  | **Effects of diseases on livestock** | **By the end of this lesson the learner should be able to state the effect of ill health on livestock.** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Excursion**  **Hide/skin**  **Real animals** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **13** | * **REVISION** | | | | | | | | |  |
| **14** | **EXAMINATIONS** | | | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |

**SCIENCE SCHEMES OF WORK**

**STANDARD EIGHT**

**TERM II**

**REFERENCES:**

* + - 1. SCIENCE IN ACTION PUPILS BOOK8, OXFORD PUBLISHERS
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| **WEKE** | **LSN** | **TOPIC** | **SUB TOPIC** | **OBJECTIVES** | **TEACHER’S ACTIVITIES** | **LEARNER’S ACTIVITIES** | **RESOURCES** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| **1** | **REPORTING AND PREPARATION** | | | | | | | | |  |
| **2** |  | **Water** | **Hard and soft water** | **By the end of this lesson the learner should be able to**   1. **define hard and soft water** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Drawing** * **Note taking** * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Water**  **Salt**  **Source of heat**  **Soap** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **2** |  | **Hard and soft water** | **By the end of this lesson the learner should be able to**   1. **State the differences between hard and soft water.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Water**  **Salt**  **Source of heat**  **Soap** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Written exercise** |  |
| **3** |  | **Advantages of hard and soft water** | **By the end of this lesson the learner should be able to describe the advantages hard and soft water.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Water**  **Salt**  **Source of heat**  **Soap** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **4-5** |  | **disadvantages of hard and soft water** | **By the end of this lesson the learner should be able to describe the disadvantages of hard and soft water.** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Water**  **Salt**  **Source of heat**  **Soap** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Oral exercise** |  |
| **3** | 1 |  | **Softening hard water** | **By the end of this lesson the learner should be able to soften hard water by boiling** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | * **Description** * **Demonstration** * **Discussion** * **Explanation** | **Water**  **Salt**  **Source of heat**  **Soap** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27**  **US PB 8Pg35-40**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |

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| **3** | **1** | **ENVIRONMENT** | **SOIL pollution** | **By the end of this lesson the learner should be explain the meaning of soil pollution** | * **Description** * **Demonstration** * **Discussion** * **Explanation**   **Question and answer** | **Soil** | **Ps Pbk8 Pg30-42**  **PSTG bk8Pg18-26**  **SCIA - 8 pg 28-40**  **TG - 8 pg 19-27** |  |  |
| **2** |  | **Effect of soil pollution** | **By the end of this lesson the learner should be able to explain and describe the effect of soil pollution on plants** | * **Description** * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Soil**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **3-4** |  | **Effect of soil pollution** | **By the end of this lesson the learner should be able to explain and describe the effect of soil pollution on animals** | * **Description** * **Drawing** * **Discussion** * **Explanation** | **Soil**  **Excursion** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **5** |  | **Conservation** | **By the end of this lesson the learner should be able to explain the meaning of soil conservation** | * **Description** * **Drawing** * **Discussion** * **Explanation** | **Soil**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **4** | **1** |  |  | **By the end of this lesson the learner should be able to describe soil conservation method.** | * **Description** * **Drawing** * **Discussion** * **Explanation** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Oral exercise** |  |
| **2** |  |  | **By the end of this lesson the learner should be able to describe soil conservation method.** | * **Description** * **Drawing** * **Discussion** * **Explanation** * **note taking** | **Soil**  **Excursion** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
|  | **3-4** |  | **Air pollution** | **By the end of this lesson the learner should be able to describe ways in which air is polluted** | * **Description** * **Drawing** * **Discussion** * **Explanation**   **note taking** | **Soil**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **5** |  |  | **By the end of this lesson the learner should be able to describe ways in which air is polluted** | * **Listening** * **Drawing** * **Discussion** * **Explanation**   **note taking** | **Soot**  **Soil dust**  **Excursion** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **5** | **1** |  | **Effect of air pollution** | **By the end of this lesson the learner should be able to explain the effect of air pollution on plants.** | * **Description** * **Drawing** * **Discussion** * **Explanation** | **Soot**  **Soil dust**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Oral exercise** |  |
| **2-3** |  | **Effect of air pollution** | **By the end of this lesson the learner should be able to explain the effect of air pollution on animals** | * **Demonstration** * **Drawing** * **Discussion** * **Explanation** * **note taking** | **Soot**  **Soil dust**  **Excursion** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **4-5** |  | **Effect of air pollution** | **By the end of this lesson the learner should be able to explain the effect of air pollution on non-living things** | * **Demonstration** * **Drawing** * **Discussion** * **Explanation**   **note taking** | **Soot**  **Soil dust**  **Excursion** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **6** | **1** |  | **Controlling of air pollution** | **By the end of this lesson the learner should be able to explain ways of controlling air pollution** | * **Demonstration** * **Drawing** * **Discussion** * **Explanation** * **note taking** | **Soot**  **Soil dust**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **2-3** |  | **Controlling of air pollution** | **By the end of this lesson the learner should be able to explain ways of controlling air pollution** | * **Demonstration** * **Drawing** * **Discussion** * **Explanation**   **note taking** | **Soot**  **Soil dust**  **Excursion** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Oral exercise** |  |
| **4-5** |  | **Maintaining and use of resources** | **By the end of this lesson the learner should be able to appreciate the need to maintain and use environment wisely** | * **Demonstration** * **Drawing** * **Discussion** * **Explanation**   **note taking** | **Soot**  **Soil dust**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **7** | **1** |  | **Maintaining and use of resources** | **By the end of this lesson the learner should be able to appreciate the need to maintain and use environment wisely** | * **Demonstration** * **Drawing** * **Discussion** * **Explanation** * **Observation** | **Soot**  **Soil dust**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **2-3** |  | **Maintaining and use of resources** | **By the end of this lesson the learner should be able to appreciate the need to maintain and use environment wisely** | * **Drawing** * **Discussion** * **Explanation**   **Observation** | **Soot**  **Soil dust**  **Excursion** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **8**  **9** | **4-5** | **FOOD AND NUTRITION** | **Nutrition requirement** | **By the end of this lesson the learner should be able to explain and identify special group of people** | * **Demonstration** * **Drawing** * **Discussion** * **Explanation** * **Nature walk** | * **Different types of food** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Oral exercise** |  |
| **MID TERM EXAMINATION** | | | | | | |  |  |
| **1** |  | **Pregnant mother** | **By the end of this lesson the learner should be able to identify nutrition requirements for pregnant mother** | * **Drawing** * **Discussion** * **Explanation**   **Nature walk** | **Different types of food** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **2-3** |  | **Lactating mother** | **By the end of this lesson the learner should be able to identify nutrition requirements for lactating mother** | * **Drawing** * **Discussion** * **Explanation** * **Question and answer** | **Different types of food** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** |  |  |
|  |  | **Lactating mother** | **By the end of this lesson the learner should be able to identify nutrition requirements for lactating mother** |  | **Different types of food** |  |  |  |

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| **10**  **11** | **1-2** |  | **infants** | **By the end of this lesson the learner should be able to identify nutrition requirements for infants** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Different types of food** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **3** |  | **infants** | **By the end of this lesson the learner should be able to identify nutrition requirements for infants** | * **Drawing** * **Discussion** * **Explanation** * **Question and answer** | **Different types of food** | **Ps Pbk8 Pg18-30**  **PSTG bk8Pg11-18**  **SCIA - 8 pg 17-28**  **TG - 8 pg 12-19**  **US PB 8Pg25-30**  **US TG8Pg17** | **Written exercise** |  |
| **4-5** |  | **Breast milk** | **By the end of this lesson the learner should be able to identify nutrition value of breast milk** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Different types of food** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **1** |  | **People with HIV/AIDS** | **By the end of this lesson the learner should be able to identify nutrition requirements for people with HIV/AIDS** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Oral exercise** |  |
| **2-3** |  | **People with HIV/AIDS** | **By the end of this lesson the learner should be able to identify nutrition requirements for people with HIV/AIDS** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **4** | **A** | **People with HIV/AIDS** | **By the end of this lesson the learner should be able to identify nutrition requirements for people with HIV/AIDS** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Written exercise** |  |
| **5** |  | **Softening hard water** | **By the end of this lesson the learner should be able to soften hard water by boiling** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **12** | **1** | **Water** | **Hard and soft water** | **By the end of this lesson the learner should be able to** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Oral exercise** |  |
| **2** |  |  |  |  |  |  |  |  |
| **13** | **REVISION** | | | | | | |  |  |
| **14** | **EXAMINATION** | | | | | | |  |  |

**SCIENCE SCHEMES OF WORK**

**STANDARD EIGHT**

**TERM III**

**REFERENCES:**

1. SCIENCE IN ACTION PUPILS BOOK8, OXFORD PUBLISHERS
2. SCIENCE IN ACTION TEACHER’S GUIDE BOOK 8 OXFORD PUBLISHERS
3. PRIMARY SCIENCE PUPILS BOOK8, JKF PUBLISHERS
4. PRIMARY SCIENCE TEACHERS GUIDE BOOK 8 JKF PUBLISHERS
5. UNDERSTANDING SCIENCE PUPILS BOOK8 PUBLISHERS

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| **WEEK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **TEACHER’S ACTIVITIES** | **LEARNER’S ACTIVITIES** | **REFERENCES** | **RESOURCES** | **ASSESSMENT** | **REMARKS** |
| **1** | **REPORTING AND PREPARATION** | | | | | | | | |  |
| **2** | **1** | **Food poisoning** | **Food poisoning** | **By the end of this lesson the learner should be able to state the causes of food poisoning** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Different types of food**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Written exercise** |  |
| **2-3** |  |  | **By the end of this lesson the learner should be able to state the causes of food poisoning chemical** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Different types of food**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **4** |  |  | **By the end of this lesson the learner should be able to state the causes of food poisoning ,micro-organism** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Different types of food** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Oral exercise** |  |
| **5** |  | **Food poisoning** | **By the end of this lesson the learner should be able to discuss ways of prevention food poisoning** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Different types of food** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **3** | **1** |  | **Food poisoning** | **By the end of this lesson the learner should be able to discuss the prevention of food poisoning** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Different types of food**  **Charts**  **Diagram from the book** | **Ps Pbk8 Pg48-60**  **PSTG bk8Pg11-118**  **SCIA - 8 pg 117-128**  **TG - 8 pg 52-59**  **US PB 8Pg4049**  **US TG8Pg17** | **Written exercise** |  |
| **2** | **Energy** | **Meaning of energy** | **By the end of this lesson the learner should be able to state the meaning of energy** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **3** |  | **Meaning of energy** | **By the end of this lesson the learner should be able to discuss the situations in which energy is used.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Written exercise** |  |
| **4-5** |  | **Meaning of energy** | **By the end of this lesson the learner should be able to discuss the situations in which energy is used** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **1-2** |  | **Types of energy**  **light energy** | **By the end of this lesson the learner should be able to describe and discuss light energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Oral exercise** |  |
| **4** | **3** |  | **Types of energy**  **Heat energy** | **By the end of this lesson the learner should be able to describe and discuss heat energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book**  **Source of heat** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **5**  **5**  **6** | **4** |  | **chemical energy** | **By the end of this lesson the learner should be able to describe and discuss chemical energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book**  **Cells** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Written exercise** |  |
| **5** |  | **Sound energy** | **By the end of this lesson the learner should be able to describe and discuss sound energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book**  **Drums** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **1-2** |  |  | **By the end of this lesson the learner should be able to describe sound and chemical energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book**  **Batteries** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Oral exercise** |  |
| **3** |  | **Electrical energy** | **By the end of this lesson the learner should be able to describe electrical energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book**  **Magnet** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **4** |  | **magnetic energy** | **By the end of this lesson the learner should be able to describe magnetic energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts**  **Diagram from the book**  **Magnet** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Written exercise** |  |
| **5** |  | **Energy transformations** | **By the end of this lesson the learner should be able to describe energy transformations in an electric circuit** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts on energy transformation**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **1** |  | **Energy transformations** | **By the end of this lesson the learner should be able to describe energy transformations in food** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts on energy transformation**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Oral exercise** |  |
| **2-3** |  | **Energy transformations** | **By the end of this lesson the learner should be able to describe energy transformations in burning fuel** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts on energy transformation**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **4** |  | **Energy transformations** | **By the end of this lesson the learner should be able to describe energy transformations in a radio** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Charts on energy transformation**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **5** |  | **Energy transformations** | **By the end of this lesson the learner should be able to describe energy transformations in a simple electromagnet** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts on energy transformation**  **Diagram from the book** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Written exercise** |  |
| **7** | **MID TERM EXAMINATIONS** | | | | | | | | |  |
| **8**  **9**  **10** | **1** |  | **Energy conservation** | **By the end of this lesson the learner should be able to state the methods of conserving energy.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts on energy conservation** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **2** |  | **Energy conservation** | **By the end of this lesson the learner should be able to explain how to conserve energy by using energy sparingly** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Oral exercise** |  |
| **3** |  | **Energy conservation** | **By the end of this lesson the learner should be able to explain how to conserve energy by using energy efficient devices** | * **Drawing** * **Discussion** * **Explanation** * **Question and answer** | * **Drawing** * **Discussion** * **Explanation** * **Question and answer** | **Model**  **Charts** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **4-5** |  | **Energy conservation** | **By the end of this lesson the learner should be able to explain how to conserve energy by using renewable energy** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts** | **Ps Pbk8 Pg120-153**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg53-60**  **US TG8Pg17** | **Written exercise** |  |
| **1** | **MAKING WORK EASIER Simple machines** | **The inclined plane** | **By the end of this lesson the learner should be able to investigate how inclined planes make work easier.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts** | **Ps Pbk8 Pg160-170**  **PSTGbk8Pg11-118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg125-130**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
| **2-3** |  | **The inclined plane**  **Ladder** | **By the end of this lesson the learner should be able to investigate how ladder make work easier** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts**  **Ladder** | **Ps Pbk8 Pg160-170**  **PSTGbk8Pg111118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg125-130**  **US TG8Pg17** | **Written exercise** |  |
| **4** |  | **The inclined plane**  **Road winding up** | **By the end of this lesson the learner should be able to investigate how road winding up hill make work easier** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts**  **Road winding up** | **Ps Pbk8 Pg160-170**  **PSTGbk8Pg111118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg125-130**  **US TG8Pg17** | **Filling in blank spaces** |  |
| **5** |  | **The inclined plane**  **Staircase** | **By the end of this lesson the learner should be able to investigate how staircases make work easier.** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts**  **Staircases** | **Ps Pbk8 Pg160-170**  **PSTGbk8Pg111118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg125-130**  **US TG8Pg17** | **Oral exercise** |  |
| **1** | **Single fixed pulley** | **The single fixed pulley** | **By the end of this lesson the learner should be able to investigate how a single fixed pulley makes work easier** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts**  **Flag post** | **Ps Pbk8 Pg160-170**  **PSTGbk8Pg111118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg125-130**  **US TG8Pg17** | **Drawing and labelling diagrams** |  |
|  | **2-3** |  | **The single fixed pulley** | **By the end of this lesson the learner should be able to investigate how a single fixed pulley makes work easier** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | * **Drawing** * **Discussion** * **Explanation**   **Question and answer** | **Model**  **Charts**  **Flag post** | **Ps Pbk8 Pg160-170**  **PSTGbk8Pg111118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg125-130**  **US TG8Pg17** | **Written exercise** |  |
|  | **4-5** |  | **The single fixed pulley** | **By the end of this lesson the learner should be able to investigate how a single fixed pulley makes work easier** | * **Drawing** * **Discussion** * **Explanation** * **Question and answer** | * **Drawing** * **Discussion** * **Explanation** * **Question and answer** | **Model**  **Charts**  **Flag post** | **Ps Pbk8 Pg160-170**  **PSTGbk8Pg111118**  **SCIA 8 pg 137-148**  **TG - 8 pg 92-99**  **US PB 8Pg125-130**  **US TG8Pg17** |  |  |
| **11** | **1-5** | **REVISION** | | | | | | | |  |
| **12** |  | **EXAMINATIONS** | | | | | | | |  |
| **13** |  | **MARKING EXAMINATIONS** | | | | | | | |  |