TETU SUBCOUNTY

GRADE 7

INTEGRATED SCIENCE

SCHEMES OF WORK TERM 2 2025

WEEK	*LESSON*	*Strand*	Sub Strand	Lesson Learning Outcomes	Learning/ Teaching Experiences	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1				**OPENER ASSESSMENT**					
2	***1***	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Using plant extracts as acid-base indicators	By the end of the lesson, the learner should be able to: (a) differentiating plant extracts are added to acids and bases (b)crush plant extracts to obtain a solution (c) Appreciate importance of plant extracts in differentiating acids and bases	Learners are guided in pairs, in groups or individually to: Search the internet to find out what happens when plant extracts are added to acids and bases	What happens when plant extracts are added to acids and bases?	Course book Basic Laboratory Apparatus Equipment Selected specimens Digital devices***ACTIVE Integrated Science Learner's Book Grade 7 pg. 76***	Oral Questions and Answers Written Test	
	2	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Using plant extracts as acid-base indicators	By the end of the lesson the learner should be able to : (a) state changes observed when plant extracts are added to acids and bases (b)Draw a table showing changes recorded (c) appreciate importance of plant extracts in differentiating acids and bases	Learners are guided in pairs, in groups or individually to: Record their findings of what happens when plant extracts are added to acids and bases Present their work before the class in pairs.	What happens when plant extracts are added to acids and bases?	Course book Basic Laboratory Apparatus Equipment Selected specimens Digital devices***ACTIVE Integrated Science Learner's Book Grade 7 pg. 76***	Observations. Oral questions and answers.	
	3	***MIXTURES, ELEME***	Acids, Bases and	By the end of the lesson, the learner should be able to:	Learners are guided in pairs, in groups or individually to:	How can you identify a	Course book Basic	Written questions Observation	

		NTS AND COMPOUNDS	Indicators Using plant extracts as acid-base indicators	a) Prepare and use plant extract indicator to classify common house hold solutions as either acidic or basic b) Classify different house-hold solutions as either acidic or basic using indicators c) Appreciate the applications of acids and bases in real life	Prepare and use plant extract indicator to classify common house hold solutions as either acidic or basic Classify different house-hold solutions as either acidic or basic using indicators by filling in the table Discuss the observations with other members of the class	substance as being acidic or basic?	Universal indicator pH scale and pH chart ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 76-77***	Oral questions	
	4	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Commercial indicators	By the end of the lesson, the learner should be able to: a) Identify common commercial indicators b) Use litmus papers or litmus solution to classify some household substances as either acidic or basic c) Appreciate the applications of acids and bases in real life	Learners are guided in pairs, in groups or individually to: Identify common commercial indicators Use litmus papers or litmus solution to classify some household substances as either acidic or basic Classify litmus solution or paper in a table as acidic, basic or neutral	Which example scan you give of common commercial indicators?	Course book Universal indicator pH scale and pH chart Antacid tablets Detergents***ACTIVE Integrated Science Learner's Book Grade 7 pg. 78-79***	Written questions Observation Oral questions Role Plays	
	5	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators	By the end of the lesson, the learner should be able to: a) Use methyl orange and phenolphthalein to classify household substances as	Learners are guided in pairs, in groups or individually to: Use methyl orange and phenolphthalein to classify household substances as either acidic or basic	Is methyl orange basic, acidic or neutral?	Course book Universal indicator pH scale and pH chart Common fruits Fertilizers	Written questions Observation Oral questions	

			Commercial indicators	either acidic or basic b) Classify methyl orange and phenolphthalein solutions as either acidic or basic using indicators c) Appreciate the applications of acids and bases in real life	Draw a table and classify methyl orange and phenolphthalein solutions as either acidic or basic using indicators		Detergents***ACTIVE Integrated Science Learner's Book Grade 7 pg. 79-80***		
3	***1***	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Commercial indicators	By the end of the lesson, the learner should be able to: a) Search for videos and animations showing different colors of acid-base indicators in different solutions b) Write down the indicators and their colors in acidic, basic and neutral solutions c) Have fun sharing and discussing their results with other groups	Learners are guided in pairs, in groups or individually to: Search for videos and animations showing different colors of acid-base indicators in different solutions Write down the indicators and their colors in acidic, basic and neutral solutions Share and discuss their results with other groups	What is the color of litmus in a basic solution? What is the color of phenolphthalein in an acidic solution?	Universal indicator pH scale and pH chart Antacid tablets Detergents***ACTIVE Integrated Science Learner's Book Grade 7 pg. 80***	Observation Oral questions Role Plays	
	2	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Determining the strength of acids	By the end of the lesson, the learner should be able to: a) Identify the colors expected for different pH values b) Draw a table indicating the pH values and colors and write short notes on pH	Learners are guided in pairs, in groups or individually to: Study the universal indicator and pH color chart provided by the teacher Identify the colors expected for different pH values	What is a universal indicator? What is the definition of pH?	Course book Universal indicator pH scale and pH chart ***ACTIVE Integrated Science Learner's***	Written questions Observation Oral questions	

			and bases using universal indicator	c) Appreciate the pH scale chart and the universal indicator paper	Draw a table indicating the pH values and colors and write short notes on pH		***Book Grade 7 pg. 81***		
	3	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Determining the strength of acids and bases using universal indicator	By the end of the lesson, the learner should be able to: a) Determine the strength of acids and bases using universal indicators b) Classify acidic or basic solutions as either strong or weak based on the color of the universal indicator and pH scale c) Appreciate the applications of acids and bases in real life	Learners are guided in pairs, in groups or individually to: Determine the strength of acids and bases using universal indicators Classify acidic or basic solutions as either strong or weak based on the color of the universal indicator and pH scale Make short notes on classifying acidic or basic solutions as either strong or weak	what is the pH value of weakly acidic? What is the pH value of neutral?	Course book Universal indicator pH scale and pH chart Antacid tablets***ACTIVE Integrated Science Learner's Book Grade 7 pg. 82-83***	Written questions Observation Oral questions Role Plays	
	4	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Determining the strength of acids and bases using universal	By the end of the lesson, the learner should be able to: a) Test the pH values of different soil samples b) Classify the soil samples to determine their correct pH level c) Enjoy making short notes the pH values of different soil samples	Learners are guided in pairs, in groups or individually to: Test the pH values of different soil samples Classify the soil samples to determine their correct pH level Make short notes the pH values of different soil samples	Which soils are weakly basic? What is the need for lime in the soil?	Course book pH scale and pH chart Liming of soil ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 83-84***	Written questions Observation Oral questions	

			indicator						
	5	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Application of acids, bases and indicators in real life	By the end of the lesson, the learner should be able to: a) Discuss the applications of acids, bases and indicators b) Read reference material and complete a table by naming the acid or base and stating its uses c) Have fun sharing their findings with the rest of the class and discuss the results	Learners are guided in pairs, in groups or individually to: Discuss the applications of acids, bases and indicators Read reference material and complete a table bynaming the acid or base and stating its uses Share their findings with the rest of the class and discuss the results	What is the significance of acids and bases?	Course book Basic Universal indicator ***Chart on pH scale*** ***pH scale*** ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 84-86***	Written questions Oral questions Role Plays	
4	***1***	***MIXTURES, ELEMENTS AND COMPOUNDS***	Acids, Bases and Indicators Appreciating applications of acids and bases in real life	By the end of the lesson, the learner should be able to: a) Explore applications of acids and bases b) Create a poster appreciating application of acids and bases in real life c) Appreciate the applications of acids and bases in real life	Learners are guided in pairs, in groups or individually to: Explore applications of acids and bases Create a poster appreciating application of acids and bases in real life Display the poster at the Integrated Science corner	Which products made from acids and bases do you use in daily life?	Manilla papers ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 86-87***	Written questions Observation Oral questions Role Plays	
	2	***MIXTURES, ELEMENTS AND COMPOUNDS***	Revision. Acids, Bases and	By the end of the lesson, the learner should be able to: a. Revise the self-assessment 7	Learners are guided in pairs, in groups or individually to: Copy down and answer assessment activity 7	What are acids, bases and indicators.	Course book ***ACTIVE Integrated Science Learner's***	Oral Questions and Answers Written Test	

			Indicators				***Book Grade 7 pg. 95-96***		
	3	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Menstrual cycle in human beings	By the end of the lesson, the learner should be able to: a) Discuss human menstrual cycle using flashcards with information about human menstruation b) Describe the menstrual cycle in human beings c) Appreciate menstruation in human beings	Learners are guided in pairs, in groups or individually to: Discuss human menstrual cycle using flashcards with information about human menstruation Write down the meaning of menstruation and human menstruation cycle Describe the menstrual cycle in human beings	What is the meaning of menstruation?	***Flash card with information on menstruation ACTIVE Integrated Science Learner's Book Grade 7 pg. 88-89***	Observation Practical Work Assessment Rubrics	
	4	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Menstrual cycle in human beings	By the end of the lesson, the learner should be able to: a) Search the internet for information about menstrual cycle b) Watch a video on the menstrual cycle and note down the findings c) Enjoy presenting their findings in class	Learners are guided in pairs, in groups or individually to: Search the internet for information about menstrual cycle Watch a video on the menstrual cycle and note down the findings Present their findings in class	What information have you learnt about the menstrual cycle?	Digital device Chart***ACTIVE Integrated Science Learner's Book Grade 7 pg. 89***	Practical Work Written Test Questions and Answers	
	5	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Menstrual cycle in	By the end of the lesson, the learner should be able to: a) Name menstrual phases in a human menstrual cycle in a wheel chart b) Describe the events that take	Learners are guided in pairs, in groups or individually to: Name menstrual phases in a human menstrual cycle in a wheel chart Describe the events that take place in the phases identified	How many phases are in the human menstrual cycle?	**Wheel chart of menstrual cycle** ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 89-90***	Observation Assessment Records Written Test	

			human beings	place in the phases identified c) Appreciate the human menstrual cycle	Write down the events that take place in the phases of the human menstrual cycle				
5	***1***	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Challenges related to menstrual process	By the end of the lesson, the learner should be able to: a) Identify the major challenges in relation to menstruation b) Describe challenges related to the menstrual cycle c) Appreciate the human menstrual cycle	Learners are guided in pairs, in groups or individually to: Identify the major challenges in relation to menstruation Discuss various challenges related to the menstrual cycle and write short notes Describe challenges related to the menstrual cycle	What challenges are associated with the menstruation in human beings?	ACTIVE Integrated Science Learner's Book Grade 7 pg. 90-91	Observation Oral Questions and Answers	
	2	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings How to manage challenges related to menstrual cycle	By the end of the lesson, the learner should be able to: a) Make discussion cards with information on challenges related to menstrual cycle b) Write down short notes on how to manage challenges related to menstrual cycle c) Appreciate the ways to manage the challenges related to the human menstrual cycle	Learners are guided in pairs, in groups or individually to: Make discussion cards with information on challenges related to menstrual cycle Search the internet for information on how to manage challenges related to menstrual cycle Write down short notes on how to manage challenges related to menstrual cycle	How best can we manage issues related to the menstrual cycle?	ACTIVE Integrated Science Learner's Book Grade 7 pg. 91-92 Flash cards with menstrual challenges	Observation Practical Work Assessment Records Questions and Answers	

	3	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Project: Improvising a sanitary towel	By the end of the lesson, the learner should be able to: a) Draw and cut out sanitary towel template and trace the sanitary towel b) Improvise a sanitary towel using cotton fabrics, face towels and safety pins c) Take pride in and display the improvised sanitary towel	Learners are guided in pairs, in groups or individually to: Draw and cut out sanitary towel template and trace the sanitary towel Improvise a sanitary towel using cotton fabrics, face towels and safety pins Display the improvised sanitary towel	How is safety ensured when improvising the sanitary towel?	Scissorsmanila papers Sanitary towel Fabric Chart***ACTIVE Integrated Science Learner's Book Grade 7 pg. 92-95***	Written Test Oral Questions and Answers	
	4	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Fertilization and implantation	By the end of the lesson, the learner should be able to: a) Name the two main processes in the reproductive process b) Use digital devices to observe animations showing fertilization and implantation c) Appreciate reproduction in human beings	Learners are guided in pairs, in groups or individually to: Name the two main processes in the reproductive process Use digital devices to observe animations showing fertilization and implantation Write down how fertilization takes place in human beings	How does reproduction occur in human beings? What are the names of the cells that fuse during fertilization?	***Digital deviceACTIVE Integrated Science Learner's Book Grade 7 pg. 94-96***	Observation Practical Work Oral Questions and Answers	
	5	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Fertilization and	By the end of the lesson, the learner should be able to: a) Discuss the events that take place during implantation process	Learners are guided in pairs, in groups or individually to: Watch a video with information about implantation in human beings	What happens at stage d after fertilization?	Digital devices Chart illustrating implantation ***ACTIVE Integrated Science Learner's***	Observation Oral Questions and Answers	

			implantation	b) Present on a table the stages, time after fertilization and the process taking place in the human body c) Appreciate reproduction in human beings	Discuss the events that take place during implantation process Present on a table the stages, time after fertilization and the process taking place in the human body		***Book Grade 7 pg. 96-98***		
6	***1***	***LIVING THINGS AND THEIR ENVIRONMENT***	Reproduction in Human Beings Sex related challenges	By the end of the lesson, the learner should be able to: a) Say the meaning of the terms: hermaphrodite and intersex people b) Describe how hermaphrodite and intersex persons differ from a normal male or female c) Reflect on sex related challenges	Learners are guided in pairs, in groups or individually to: Say the meaning of the terms: hermaphrodite and intersex people Describe how hermaphrodite and intersex persons differ from a normal male or female Write short notes about how to manage sex related challenges	How best can we manage sex related challenges?	***Dictionary*** ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 98-101***	Observation Checklist Record	
	2	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Meaning of excretion	By the end of the lesson, the learner should be able to: a) Explain the meaning of excretion b) Describe the importance of excretion c) Appreciate human excretory system	Learners are guided in pairs, in groups or individually to: Explain the meaning of excretion Copy the table and fill in the importance of the activities in the picture Describe the importance of excretion	Why is excretion important to the human body?	Model of human kidneys ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 101-102***	Practical Work Observation Checklist	
	3	***LIVING THINGS AND THEIR ENVIR***	Human Excretory system	By the end of the lesson, the learner should be able to:	Learners are guided in pairs, in groups or individually to:	Why is the skin importan	Chart with a humanskin diagram	Questions and	

		ONMENT	– skin and kidneys The human skin	a) Identify parts of the human skin and their functions b) Draw a well labelled diagram of the human skin c) Appreciate the human skin ass part of the human excretory system	Use a chart to brainstorm on parts and functions of human skin Identify parts of the human skin and their functions Draw a well labelled diagram of the human skin	t in humans?	Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 102-103***	Answers Written Test	
	4	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys To identify the external parts of the human skin	By the end of the lesson, the learner should be able to: a) Use a hand lens to observe the skin and identify the part of the skin they can see b) Write short notes about the structure of the skin c) Appreciate the external parts of the human skin	Learners are guided in pairs, in groups or individually to: Use a hand lens to observe the skin and identify the part of the skin they can see Write short notes about the structure of the skin Draw and correctly label the structure of the human skin	Which parts of the skin can you see when you use a hand lens to observe the skin of the arm?	Hand lens Charts Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 103***	Practical Work Oral Written Test	
	5	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Functions of the human skin	By the end of the lesson, the learner should be able to: a) Collect and read reference materials with information about functions of the skin b) Write the functions of these parts of the skin: hair, sweat pore, sweat glands and epidermis	Learners are guided in pairs, in groups or individually to: Walk around the playing field then go back to class and look at each other's face Collect and read reference materials with information about functions of the skin Write the functions of these parts of the skin: hair, sweat pore, sweat glands and epidermis	What does sweat tell you about the functions of the skin?	Flip chart containing functions of human skin Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 104***	Practical Work Observation Written Test	

				c) Appreciate the functions of the skin					
7	***1***	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Waste products excreted through the skin	By the end of the lesson, the learner should be able to: a) Discuss the waste products excreted through the skin b) Make a poster with information on importance of the skin c) Appreciate the human excretory system	Learners are guided in pairs, in groups or individually to: Discuss the waste products excreted through the skin Write down the waste products excreted through the skin Make a poster with information on importance of the skin	Which waste products are excreted through the skin?	Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 104-105***	Practical Work Oral Questions and Answers Written Test	
	2	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys The urinary system	By the end of the lesson, the learner should be able to: a) Identify parts of the urinary system and their functions b) Draw and correctly label the parts of the urinary system c) Appreciate the urinary system	Learners are guided in pairs, in groups or individually to: Discuss parts of the urinary system Identify parts of the urinary system and their functions Draw and correctly label the parts of the urinary system	Do you know what makes it possible for us to go for a short call?	Charts with the urinary system Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 105-106***	Practical Work Observation schedule	
	3	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Functions of the	By the end of the lesson, the learner should be able to: a) Collect and read reference materials with information about the urinary system b) Draw a table and fill it with the functions of the	Learners are guided in pairs, in groups or individually to: Collect and read reference materials with information about the urinary system Draw a table and fill it with the functions of the parts of the urinary system Share their findings with the class	What are the functions of the parts of the urinary system?	Charts with excretory system diagram ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 106***	Practical Work Observation Oral Questions and Answers	

			parts of the urinary system	parts of the urinary system c) Appreciate the functions of the parts of the urinary system					
	4	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Waste products excreted through the kidney	By the end of the lesson, the learner should be able to: a) Use the internet to research on the waste products excreted by the kidneys b) Write short notes about the waste products excreted by the kidneys c) Appreciate the human excretory system	Learners are guided in pairs, in groups or individually to: Discuss the waste products excreted through the kidney Use the internet to research on the waste products excreted by the kidneys Write short notes about the waste products excreted by the kidneys	Which waste products are excreted through the kidney?	Digital devices ***<u>ACTIVE Integrated Science Learner's Book Grade 7 pg. 107</u>***	Practical Work Observation Written Test	
	5	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Kidney disorders and diseases	By the end of the lesson, the learner should be able to: a) Identify kidney disorders and diseases b) Write ways of overcoming kidney diseases and disorders c) Reflect on solutions to kidney disorders and diseases	Learners are guided in pairs, in groups or individually to: Identify kidney disorders and diseases on the flashcards Discuss other causes of kidney diseases and disorder Write ways of overcoming kidney diseases and disorders	In which ways can we overcome kidney diseases?	Chart on kidney disorders ***<u>ACTIVE Integrated Science Learner's Book Grade 7 pg. 107-109</u>***	Observation Oral Questions and Answers Checklist	
8 & 9				MIDTERM ASSESSMENT AND MIDTERM BREAK					

10	***1***	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Healthy lifestyles promoting kidneys and skin health	By the end of the lesson, the learner should be able to: a) Identify healthy lifestyles promoting kidneys and skin health b) Watch a video about healthy lifestyles promoting kidneys and skin health c) Desire to adopt healthy lifestyles promoting kidneys and skin health	Learners are guided in pairs, in groups or individually to: Identify healthy lifestyles promoting kidneys and skin health Discuss other healthy lifestyles promoting kidneys and skin health Write short notes about healthy lifestyles promoting kidneys health Write short notes about healthy lifestyles promoting skin health	Which healthy lifestyles should we adopt to promote skin and kidney health?	video on healthy lifestyle ***ACTIVE Integrated Science Learner's Book Grade 7 pg. 109-110***	Practical Work Checklist Written Test	
	2	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Importance of proper use of cosmetics for health	By the end of the lesson, the learner should be able to: a) Read information on the packaging label on the containers or tubes of skin care products b) Fill in a table with expiry date, chemical composition, health effect on the body and the proposed results c) Enjoy presenting their findings in class	Learners are guided in pairs, in groups or individually to: Read information on the packaging label on the containers or tubes of skin care products Fill in a table with expiry date, chemical composition, health effect on the body and the proposed results Present their findings in class	Which of the products listed in your table are good for our health? Which of the products listed in your table are not good for our health?	Selected specimens Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 111***	Practical Work Observation	
	3	***LIVING THINGS AND THEIR ENVIR***	Human Excretory system – skin	By the end of the lesson, the learner should be able to: a) Identify the health effects of skin	Learners are guided in pairs, in groups or individually to: Read the case study	Why is proper use of cosmetics	Video on effects of skin lightening products	Practical Work	

		ONMENT	and kidneys Importance of proper use of cosmetics for health	lightening products on the human body b) Watch a video on the health effects of skin lightening products on the human body c) Appreciate the importance of proper use of cosmetics for health	Identify the health effects of skin lightening products on the human body Discuss the importance of proper use of cosmetics for healthy body Write down short notes on the health effects of skin lightening products on the human body	important?	Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 111-112***	Oral Questions and Answers	
	4	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Project 1: Using locally available materials to make a body oil	By the end of the lesson, the learner should be able to: a) Crack and cut coconuts into smaller pieces, blend and sieve b) Make a body oil from coconut and honey and put in a clean container c) Take pride in the coconut oil product made	Learners are guided in pairs, in groups or individually to: Crack and cut coconuts into smaller pieces and blend and sieve Sieve for the second time and cover. Keep in the refrigerator for 8 hours Make a body oil from coconut and honey and put in a clean container	At what point do you add table spoons of honey?	Containers Coconut Mortar and pestle Course book***ACTIVE Integrated Science Learner's Book Grade 7 pg. 112-113***	Practical Work Observation Records Written Test	
	5	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Project 2: Modelli	By the end of the lesson, the learner should be able to: a) Search the internet for video clips showing how to model the urinary system b) Use the available materials to model the urinary system	Learners are guided in pairs, in groups or individually to: Search the internet for video clips showing how to model the urinary system Use the available materials to model the urinary system Display the model in class	Which materials are required to model the urinary system?	Manilla papers Carton box Scissors glue Course book**ACTIVE Integrated Science Learner's**	Practical Work Observation Oral Records	

			ng the urinary system	c) Take pride in the model and display in class			**Book Grade 7 pg. 114**		
11	***1***	***LIVING THINGS AND THEIR ENVIRONMENT***	Human Excretory system – skin and kidneys Revision	By the end of the lesson, the learner should be able to: a) Revise assessment activity 3.2	Learners are guided in pairs, in groups or individually to: Copy down and answer assessment activity 3.2	What is the importance of excretion	Course book**ACTIVE Integrated Science Learner's Book Grade 7 pg. 114-116**	Oral Questions and Answers Assessment Written Test	
	2	***FORCE AND ENERGY***	Static electricity	By the end of the lesson,the learner should be able to a) Search the meaning of static electricity. b) Write short notes on existence of static charges in objects. c) Appreciate the application of static charges	Learners are guided to use digital devices to search the meaning of static electricity. Guide the learners to make some short notes on static electricity.	What is static electricity	Course book **ACTIVEINTEGRATED SCIENCE GRADE** 7 pg 117	Written tests Assessment rubric records	
	3	***FORCE AND ENERGY***	Static electricity	By the end of the lesson the learner should be able to: (a) Charge objects by induction (b) Define induction (c) Appreciate importance of charging object by induction	Learners are guided to use search the meaning of induction	What is induction ?	**ACTIVE INTEGRATED SCIENCE GRADE 7 PAGE 118**	Written tests Checklist rubric	

	4	***FORCE AND ENERGY***	Charging objects	By the end of the lesson the learner should be able to : (a) State the two types of charges (b) Watch a video on what happens when charges are brought together (c) Appreciate importance of charges in day to day life	Learners are guided to watch the video clip on what happens when objects with similar and different charges are brought together	What is repulsion and attraction ?	**Digital device Active integrated science grade 7 page 131**	Oral questions Checklist Written tests	
	5	***FORCE AND ENERGY***	Safety measures when dealing with static charges	By the end of the lesson the learner should be able to: (a)identify dangers related to static charges# (b)write short notes on dangers of static electricity (c) appreciate the role static electricity	Learners are guided to read the flash cards provided	What danger does static electricity pose?	**Flashcards on dangers of static electricity ACTIVEINTEGRATED SCIENCE GRADE 7 PAGE 132**	Written tests Practical work Observation schedule	
12	***1***	***FORCE AND ENERGY***	lightening	By the end of the lesson the learner should be able to: (a)define lightening (b)list down the safety measures against lightening (c)appreciate effects of lightening	Learners are guided to watch a video clip on safety measures against lightening	What are the safety measures against lightening?	**DIGITAL DEVICE ACTIVE INTEGRATED SCIENCE GRADE 7 PAGE 133**	Written tests Oral questions	
	2	***FORCE AND ENERGY***	Uses of static charges	By the end of the lesson the learner should be able to :	Learners are guided to read the flash cards provided on uses of static charges	What are the uses of static charges?	**Flashcards ACTIVE INTEGRATED SCIENCCE**	observation schedule checklist written tests	

				(a)state uses of static charges (b) list down uses of static charges (c)appreciate uses of static charges			**GRADE 7 PAGE 134-135**		
	3	***ELECTRICAL ENERGY***	Sources of electricity	By the end of the lesson the learner should be able to (a)state the sources of electricity in the environment (b)search for photos and videos of sources of electricity (c)appreciate the sources of electricity	Learners are guided to search for the photos of sources of electricity in the environment	What are the sources of electricity in our environment	**Digital device ACTIVE INTEGRATED SCIENCE GRADE 7 PAGE 136-137**	oral questions and answers written tests	
	4	***ELECTRICAL ENERGY***	Simple electrical circuit	By the end of the lesson the learner should be able to: (a)define the term electrical circuit (b)draw a well labelled electrical circuit (c)Appreciate the role of different components of an electrical circuits	Learners are guided to draw an electrical circuit Learners are guided to connects the components of an electrical circuit	What is an electrical circuit?	**Appropriate lab apparatus Chart on simple electrical circuit ACTIVE INTEGRATED SCIENCE GRADE 7 PAGE 138-139**	assessment rubric oral questions written tests	
	5	***ELECTRICAL ENERGY***	Cell arrangement in simple electrical circuit	By the end of the lesson the learner should be able to : (a)state the two types of cell arrangement (b)draw the two types of cell arrangement (c)appreciate the importance of each type of cell arrangement	Learners are guided to draw and differentiate the two types of electrical circuits	Which are the two types of simple circuit cell arrangement	**Appropriate lab equipment Chart on parallel and series cell arrangement ACTIVE INEGRATED SCIENCE GRADE 7**	Observation schedule Written tests Oral questions and answers	

							PAGE 139-140		
13 &14				**REVISION AND END OF TERM TWO ASSESSMENT**					