**SHULE BORA SECONDARY SCHOOL INTEGRATED SCIENCE SCHEMES OF WORK FOR GRADE 7 TERM ONE OF YEAR 2022**

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| **WK** | **LSN** | **STRAND** | **SUBSTRAND** | **SPECIFIC LEARNING OUTCOMES** | **LEARNING EXPERIENCES** | **KEY INQUIRY QUESTION** | **LEARNING RESOURCES** | **ASSESSMENT** | **REFLECTION** |
| 1 | 1 | Mixtures, Elements and Compound | Mixtures | By the end of the lesson the learner should be able to: -i. Make different types of  mixtures using different  solids and waterii. Classify the different  mixtures made as  homogeneous or  heterogeneousiii. Appreciate the existence  of different mixture in  the environment. | The learner is guided to categorize different mixtures as homogeneous (uniform) and heterogeneous (non-uniform) |  How can mixtures be classified? | Water Common salt FlourSugarSand | Oral questionsWork sheetObservation schedule |  |
|  | 2 | Mixtures, Elements and Compound | Mixtures | By the end of the lesson the learner should be able to: -i. Make different types of  mixtures using different  substances ii. Classify the different  mixtures made Solid -solid, solid- liquid, liquid-liquid and gas- gas mixtures.iii. Appreciate the existence  of different mixtures in  the environment. | Solids -solid, solid- liquid, liquid-liquid and gas- gas mixtures. | How can mixtures be classified? | Salt SandWaterOilPhotograph of mist/fog | Oral questionsWork sheetObservation schedule |  |
|  | 3 -4 | Mixtures, Elements and Compound | Mixtures | By the end of the lesson the learner should be able to:I. Determine melting and boiling points of pure and impure substances.ii. Distinguish between pure and impure substances using melting and boiling points.iii.Appreciate the importance of boiling and melting points as a criteria for determining purity of substances. | The learner is guided to carry out, in groups, simple experiments to determine the boiling and melting points of pure and impure substances | What can be done to distinguish between pure and impure substances? | Oral questionsWork sheetObservation schedule |  |  |

**LESSON PLAN**

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| --- | --- | --- | --- | --- | --- | --- |
| **NAME OF INSTITUTION** | **YEAR** | **SUBJECT/ LEARNING AREA** | **CLASS** | **DATE** | **TIME** | **ROLL** |
| SHULE BORA SECONDARY SCHOOL | 2022 | INTEGRATED SCIENCE | Grade 7 | 7/5/2022 | 8.00 – 8.40AM | 60 |

**STRAND**

Mixtures, Elements and Compounds

**SUBSTRAND**

Mixtures

**SPECIFIC LEARNING OUTCOMES**

By the end of the lesson, the learner should be able to:

1. Make different types of mixtures using different solids and water
2. Classify the different mixtures made as homogeneous or heterogeneous
3. Appreciate the existence of different mixture in the environment.

**KEY INQUIRY QUESTION**

How can mixtures be classified?

**LEARNING RESOURCES**

Water

Common salt

Flour

Sugar

Sand

**ORGANIZATION OF LEARNING**

The lesson to be executed in the school laboratory with the learners put in groups of five

**INTRODUCTION** (5 Minutes)

The learner to be guided to join others to make groups consisting of five students each and the lesson expectations presented to them.

**LESSON DEVELOPMENT** (30 Minutes)

**STEP 1:**

The learner to be guided to use the resources given to make different types of mixtures. The competencies of critical thinking and problem solving is developed as learners use the different substances to make mixtures.

**STEP 2:**

Learners to be guided to discuss in groups the different categories of mixtures. The competencies of communication and collaboration are enhanced as learners work in groups during classification of mixtures.

**STEP 3:**

Learners to be guided totabulate their results and present to the class their findings. The PCI of Social cohesion as learners work in groups to separate mixtures. Respect and love as learners work harmoniously in groups while carrying out simple experiments on mixtures.

**EXTENDED ACTIVITY**

Learners guided to identify examples of different classes of mixtures in their environment. The competency of learning to learn is enhanced as learners search for more content and apply the same on mixtures.

**CONCLUSION** (5 Minutes)

The learner is guided to give the classes of mixtures.