

**MINISTRY OF EDUCATION AND TRAINING
SCHEME OF WORK**

Name of teacher: _____

Year: **2014**

Class/Stream: **FORM ONE**

Name of School: **FEZA**

TERM: **1 & 2**

Subject: **PHYSICS**

COMP ETENC E	GENERAL OBJECTIVES	N C N T H	W E K	MAIN TOPIC	SUB- TOPI C	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REM ARKS
Demons trate laborato ry practice and safety	Promote manipulative skill to manage various technological application	J A N U A R Y	1	1.0 INTRO DUCTI ON TO PHYSIC S	1.1 Concep ts of physics	3 i) Teacher to assist to students to brainstorm and discuss the concept of physics ii) Teacher to guide students in their small group to discuss the relationship between physics with other subject. iii) The teacher to assist students in groups to state the importance of studying physics	i) Students identify various things related to physics ii) Students try to explain the relation between the physics and the other subject iii) Students discuss and state the importance of studying physics.	- Manila card - Charts with diagram. - Science kit. - Charts of different machine and picture		Is the stds able to explain the concepts of physics? -Is the stds able to establish the relationship btw physics and other subjects Is the students able to state the importance of studying physics?	
					1.2 Applica tion of physics in real life	i)The teacher guide students and discus the application of physics in real life	i) students in groups to explain the applications of physics in real life.	- Chart with hospital and industrial machine.		Is the stds able to explain the applications of physics in real life?	

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						ii)The teacher guide students to discuss various applications of physics in daily life.	ii) Students perform activities which demonstrate applications of physics.	- Apparatus domestic tools		-is the std able to apply physics in daily life.	
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Using the language of physics in communication	Development skills on basic principle of scientific investigation	J A N U A R Y	2		2.1 Laboratory rules and safety	6 i) The teacher to guide students to discuss the laboratory rules. ii) The teacher to assist students in group to discuss importance safety measures for the physics lab.	i) Students to list the physics laboratory rules. ii) students to explain important safety measures for lab	-charts of the physics laboratory rules. -wall pictures for safety measures for physics lab.		-is the std able to state physics lab rules? -is the std able to explain safety measures?	
				2.0 INTRODUCTION TO LABORATORY PRACTICE		iii) The teacher to give correct names to the items in the first aid kit. iii) The teacher to identify warning sign and how to use warning signs in daily life.	iii) Student to practice in group to render first aid kit. iii) Student identify and how to use the warning sign in different context.	First aid kit. -wall chart of different warning sign.		-is the std able the use each item in a first aid kit? -is the std able to identify warning sign?	
			3		2.2 basic	i) The teacher to organize students in	i) Students in group explain the concept				

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					principle of scientific investigation.	3	small group to discuss the concept of scientific investigation.	of scientific investigation.	-internet, book and apparatus		-is the std able to explain concept of investigation?	
COMPETENCE	GENERAL OBJECTIVES	WEEK	MAIN TOPIC	SUB-TOPIC			TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
Making appropriate measurements of physical quantities	Develop skills for making physical measurement	1	3.0 MEASUREMENT	3.1 Concept of measurement	1	i) by using yes no cards the teacher lead students to explain concept of measurement. ii) the teacher to guide students to state importance of measurement in real life.	ii) students to explain the concept to measurement. ii) students in group to apply measurement in various body.	- internet physics application		-is the student able to apply s. i. methods in solving problem?		
				3.2 basic fundamental quantities	3	i) the teacher to assist students to define a fundamental quantities. ii)the teacher to lead students to mention the	ii) students in group to define fundamental quantities ii) students in group to mention three basic fundament quantities.	-Metre rules -beam balance -solid -liquid -measurement tools -metre rule stop watch thermometer digital balance metre rule	-is the std able to explain concept of measurement? -is std able to explain importance of measurement? Is the std able to define a fundamental quantity? -is the std able to mention three basic fundamental quantities?			

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						three basic fundamental quantities. iii) state SI unit of basic fundamental quantities iv) the teacher to facilitate students to use the appropriate to measure mass, length and time.	ii) students to state SI unit of basic fundamental quantities. iv) student in group to measure mass, length and time.			-is the student able to state SI Unit of basic fundamental quantities? Is the students able to measure fundamental quantities?	
COMP ETENC E	GENERAL OBJECTIVES	N C N T H	W E K	MAIN TOPIC	SUB- TOPI C	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
		F E B R U A R Y	5		3.3 Derived quantities 3.4 Basic apparatu s/equip ments and their uses	2 i) By using think-pair – share technique students to discuss derived quantities. ii) The teacher to guide students to state S.I units of derived quantities 4 i) By using thumps up/down technique, the teacher to ask questions relating to basic apparatus used for measuring.	i) The teacher lead students to explain derived quantities. ii) Students in group state the S.I unit derived quantities. i) Students to describe the basic apparatus for measurement.	Beaker Barometer -Measuring cylinder -Digital balance		- Is the std able to explain derived quantities? -Is the std able to identify S.I Units of derived quantities? -Is the std able to describe basic apparatus used for measurement?	
			6 7 8		3.5 Density and relative density	i) The teacher to guide students to investigate the source of error and how to minimize them.	i) The students in group to discuss the concepts parallax, zero instrumental error.	- Stop watch - Weight - Beam balance		- Is the std able to identify source of error in measurement.	

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					10	ii) The teacher to assist students to discuss the concept of density a substance and its SI Unit. iii) The teacher to organize students in groups to determine the density of regular solid, irregular solid and insoluble substances.	ii) Students in group discuss the concept of density and its SI unit. iii) Students solve problems of density of regular, irregular solids.	- Metre rule -eureka can - Regular & Irregular solid		- Is the std able to explain concept of density and its SI unit? -Is the std able to determine density of any substances?	
COMP ETENC E	GENERAL OBJECTIVES	N C N T H	W E K	MAIN TOPIC	SUB- TOPI C	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
						iv) The teacher to guide students to determine the density of liquids by using experiment. v) By using think-pair-share techniques the teacher to assist students to describe the concept of relative density. vi) The teacher guide students to perform experiments to determine relative	iv) The students to determine density of oil and kerosene using density bottle and burette v) The students in groups solve the problems of relative density. vi) Students perform experiments to determine relative	- Density bottle - Kerosene - Oil -Sand, beads -Lead shot -Solid ob. -Liquid Beaker		- Is the stds able to determine density of liquids - Is the stds able to define relative density of substance. -Is the stds able to determine relative density of substances?	

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						density of solid and liquids. vii) The teacher to assist students to discuss the applications of density in real life.	density of solid and liquids. vii) Students in groups discuss the applications of density in real life.	-Density bottle -Picture showing bodies floating.		-Is the stds able to interpret the applications of density in real life?		
		N A R C H										
COMP ETENC E	GENERAL OBJECTIVES	N A R C H	W E K	MAIN TOPIC	SUB- TOPI C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
Using force knowledge principle and concept in daily life.	Develop knowledge on concept laws, theories and principal of physics.	N A R C H	9	4.0 FORCE	4.1 Types of force 4.2 Types of force	1 2	i) The teacher to use information from YES/NO cards to asses students understanding on the concept of force. ii) The teacher to guide students to discuss the SI unit of force. i) The teacher to assist students to identify fundamental force. ii) The teacher to guide students to describe the	i) Students hold up either YES/NO cards to respond to the teacher questions on the concept of force. ii) Students in group to state SI Unit of force. i) Students in groups to discuss the fundamental forces. ii) Students in groups to describe the properties of fundamental forces.	-Magnets -Rubber band -Weights -iron filings -Books -Internet -Spring balance -Stone, ball. -Weights -Rubber -Block of wood stone, ball		-Is the stds able to explain concept of the force? -Is the stds able to state SI unit of force? -Is the stds able to identify fundamental forces? -Is the stds able to describe the properties of fundamental forces?	

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					4.3 Effect of forces	2	properties of fundamental forces. i) By using think-pair –share techniques the teacher to assist students to discuss the effects of forces. ii) The teacher to lead students to demonstrate effects of force on materials.	i) The teacher and students to identify the effects of forces which are stretching, restoring, attraction, repulsion, frictional and viscosity. ii) The teacher and students through questions and answers techniques to justify effects of forces on materials.	-Rubber -Weights -Spring -Spongy			
COMP ETENC E	GENERAL OBJECTIVES	N C N T H	W E E K	MAIN TOPIC	SUB- TOPI C		TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS

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Using force knowledge principle and concept in daily life.	Development knowledge on concept laws, theories and principal of physics	N A R C H	10	5.0 ARCHME DES PRINCIPA L AND LAW OF FLOTATIO N	5.1 Archim edes principl e.	i) The teacher to guide students to discuss the concept of upthrust. ii) The teacher to lead students carry out the experiment to verify Archimedes principle experimentally. iii) The teacher to facilitate students to state the relationship between apparent loss weight (upthrust) and real weight.	i) Students in group to perform an experiment to determine the upthrust. ii) Students in group to verify Archimedes principle experimentally. iii) Students to discuss the relationship between apparent loss in weight and real weight and to determine the relative by applying the Archimedes.	-spring balance -water -stone -water -beaker -stone -Eureka can -kerosene -alcohol -sand -water -density				
			11/12 IS MARCH 15 TH TO 23 RD - MIDTERM									
COMP ETENC E	GENERAL OBJECTIVES	N C O N T H	W E E K	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMA RKS

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		A P R I L	13	5.2 Law of flotation	8	i) The teacher assist students to distinguish between floating body and sinking body. ii) The teacher to guide students to explain the conditions for a substance to float in fluid. iii) The teacher assign students to relate upthrust and weight of floating body. iv) The teacher guide students to state the law of flotation. v) The teacher to guide students to discuss various bodies which apply the flotation law and to discuss the mode of action of a ship and submarine. vi) The teacher to lead students to demonstrate vii) The teacher supervises students in groups to construct simple hydrometer.	i) Students in group to discuss and differentiate floating and sinking bodies. ii) Students to perform experiments to verify the conditions for a substance to float in fluids. iii) Students in group to carry out experiment to relate upthrust and weight of floating body. iv) Students in group to state law of flotation. v) Students to mention bodies which obey the law of flotation vi) Students demonstrate the mode action of hydrometer. vii) Students in their groups to construct a simple hydrometer.	-bottle -balloon -wood -coin modal of ship. -test tube -lead shot Water -beaker -spring balance -water -eureka can -beaker -toy -wooden ship -container -water -buoyant -ship, boat -balloons -kite -hydrometer -chart of hydrometer -straw -wax -diagram of hydrometer		Principle? -Is the std able to distinguish floating and sinking bodies? Is the std able to explain the conditions of a substance to float in fluids? Is the std able to relate upthrust and weight of floating body? Is the std able to state law of flotation in daily life? Is the std able to apply the law of flotation Is the std able to describe the hydrometer? Is the std able to construct a simple hydrometer?	
COMP ETENC E	GENERAL OBJECTIVES	N C N	W E K	MAIN TOPIC	SUB- TOPI C	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS

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Using force knowledge principle and concept in daily life.	Development knowledge on concept laws, theories and principal of physics.	14	6.0 STRUCTURE AND PROPERTIES OF MATTER.	6.1 Structure of matter	3	vii) The teacher to support to discuss how a hydrometer is used to measure the relative density of liquid? i) The teacher use concept map technique to discuss with students the concept of matter ii) The teacher to guide students to justify the particulate nature of matter by applying Brownian motion in liquids and in gases. iii) The teacher to guide students to discuss the kinetic theory of matter.	vii) Students to perform experiments of determining relative density of liquids by using a hydrometer. i) Students explain the concept of matter ii) Students perform experiment to justify the particulate nature of matter by applying Brownian motion in liquids and in gases. iii) Students discuss kinetic theory of matter and to demonstrate movement of particles in smoke. iv) Student to classify the three states of matter. i) Students in group to discuss the concept of elasticity.	-kerosene -water -hydrometer -milk -Various object -Liquids -Gases -Water -coloured substance -microscope Pollen grain -marbles -smoke – cell -light source Magnifying lens -solid, stone -liquid, water, Gas, Oxygen -rubber Spiral spring Ruler Spring Balance		-Is the std able to determine the relative density of different liquids by using a hydrometer. -Is the std able to explain concept of matter? -Is the std able to justify the particulate nature of matter? -Is the std able to explain the kinetic theory of matter? -Is the std able to classify the three states of matter? -Is the std able to explain concept of elasticity?	
COMPETENCE	GENERAL OBJECTIVES	14	MAIN TOPIC	SUB-TOPIC	3	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENCES	ASSESSMENT	REMARKS

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		15			ii) The teacher lead students to demonstrate the relationship of tension and extension of loaded elastic material. iii) The teacher assist students brainstorm the application of elasticity in real life.	ii) Students in group to justify the relationship of tension and extension of loaded material. iii) Students to discuss the application of elasticity in real life.	-spring balance -ruler -slotted weight Iron rod -catapult -Bow and arrow		-Is the std able to justify relationship between tension and extension of a loaded elastic material? -Is the students able to identify the application of elasticity in real life?	
		16		6.3 Adhesion and cohesion	i) By using thump up/thump down technique the teacher to lead students to answer questions reacted to adhesion and cohesion. ii) The teacher to guide students to discuss the applications of adhesion and cohesion in daily life.	i) Students to explain the concept of adhesion cohesion force. ii) Students to discuss application of adhesion and cohesion forces in daily life.	-test tube -sheet of glass -water -mercury. -		-Is the std able to explain the concept of adhesion and cohesion force? -Is the std able to apply adhesion and cohesion in daily life.	
				6.4	i) The teacher to assist students to discuss the concept of surface tension. ii) By using question and answer the teacher to motivate students to identify the application of surface tension.	i) Students to carry out an experiment to verify the concept of surface tension. ii) Students in group to identify the application of surface tension.	-Mosquito -larva -soap -Needle -Thread -		-Is the std able to explain the concept of surface tension? -Is the std able to identify the application of surface tension in daily life?	
				6.5						

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		T H			C O N T E N T S					
		A P R I L		Capillar ity.	3	(i) The teacher to guide students to discuss the concept of capillarity.	(i) Students to carry out an experiment to show capillarity by rise of water in glass tube with narrow bores of different diameter.	-Glass tube with narrow bores of different kerosene lamp.		-Is the std able to explain the concept of capillarity?
		17				(ii) The teacher to assist students brainstorm the application of capillarity in daily life.	(ii) Students to discuss the applications of capillarity in daily life.	-Irish potato -Beaker with water -sugar -salt		-Is the std able to identify the application of capillarity in daily life?
		18		6.6 Osmosi s	3	(i) The teacher to guide students to carry out an experiment for verifying the concept of osmosis.	(i) Students in group to carry out an experiment for verifying the concept of osmosis.			-Is the std able to explain the concept of osmosis?
						(ii) The teacher to assist students to brainstorm the application of osmosis.	(ii) Students to discuss the application osmosis in everyday life.			-Is the std able to identify the application of osmosis in daily life?

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Using force knowled ge principle and concept in daily life.	Development knowledge on concept laws, theories and principal of physics.	N A Y	19	7.0 PRESSURE	7.1 Concept of pressur e	2 (i) By using think-pair-share technique the teacher to support students to explain the concept of pressure. (ii) The teacher to guide students to state SI unit of pressure. (iii) The teacher to guide students to explain dependence of pressure on surface of contact. (iv) Students in group brainstorm the application of pressure due to solid.	(i) Students to discuss and explain the concept of pressure (ii) Students in group to discuss the term pressure and then state SI Unit. (iii) Students in small group to cut bars of soap into pieces by using a thin and thick wire loop and state what they experience. (iv) The teacher and students discuss and identify the application pressure due to solid.	-Water -Bucket wit thin and thick handle -Bars of soap -Thin and thick wire loop		-Is the std able to explain the concept of pressure? Is the std able to state SI unit of pressure? -Is the std able to explain the dependence of pressure on contact surface area? Is the std able to identify the application of pressure due to solid?	
			20		7.2 Pressur e due to solid	3					
			21		7.3 Pressur e in Liquids	8 (i) The teacher to guide students to describe the characteristic of pressure in liquids (ii) The teacher to support students to examine the variation of pressure with depth in liquids and derive the formula $p=h\rho g$	(i) Students to brainstorm the characteristic of pressure in liquids (ii) Students in small groups to perform activities on the spurting out of the water from the holes a	- Cans with hole punches in different depth.		-Is the std able to describe the characteristic of pressure in liquids? -Is the std able to examine the variation of pressure with depth in liquids?	

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							can which are at different depth.					
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		N A Y					(iii) The teacher to assist students to solve problems involving pressure in liquids. (iv) The teacher to lead students un deriving the relation $f/a = F/A$ for pressure on small and large piston of hydraulic press. (v) The teacher to assist students to demonstrate measurement of pressure of a liquids.	(iii) Students in small group to solve problems involving pressure in liquids (iv) Students in groups to investigate the actions of an applied force to a load by using hydraulic press. (v) Students demonstrate how to measure pressure of liquids.	- -Manometer		-Is std able to solve problems, involving pressure in liquids? -Is students able to explain the principle of a hydraulic press? -Is std able to measure pressure of a liquids?	
			22		7.4 Atmosph eric pressure	5	(i) The teacher to assist students to demonstrate the existence of atmospheric pressure. (ii) By using thick-pair-share techniques the teacher to guide students to identify the application of atmospheric pressure. (iii) The teacher to lead students to measure the atmospheric pressure.	(i) Students in groups to demonstrate and explain the existence of atmospheric pressure. (ii) Students in group of discuss and identify the application of atmospheric pressure. (iii) Students in group to measure the atmospheric pressure by using barometer.	-Tumbler with lid, empty can, cold water, source of heat -Bicycle pump -Siphon -Water -Flushing tank. -Fortin barometer -Aneroid barometer.		-Is the std able to describe the existence of atmospheric pressure? -Is the std able to identify the application of atmospheric pressure? -Is the std able to measure the atmospheric pressure?	

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JUNE – JULY TERMINAL EXAMINATIONS / BREAK

Using force knowled ge principle and concept in daily life.	Development knowledge on concept laws, theories, and principal of physics.	J U L Y	27 28	8.0 WORK, ENERGY AND POWER	8.1 Work	(i) The teacher to guide students to brainstorm the concept of work as applied to physics. (ii) The teacher to guide students to state SI unit of work. (iii) The teacher to guide how to determine the work done by an applied force.	(i) Students to discuss the concept of work as applied to physics. (ii) Students to state SI unit of work. (iii) Students in group to perform an experiment to determine the work done.	Block of wood, thread, spring, clock - -Heavy body -tape measure -meter rule		-Is the std able to explain the concept of work? -Is the std able to state the SI unit of work? -Is the std able to determine the work done by an applied force?	
					8.2 Energy	(i)The teacher to assist students to discuss the concept of energy. (ii) The teacher to guide students to discuss the SI unit of energy. (iii) The teacher to guide students to brainstorm different forms of energy.	(i) Students in group of discuss the concept of power. (ii) Students in group to discuss and state the SI unit of energy. (iii) The students in group to discuss different forms of energy.	- - -Helical spring -object -stone -bob		-Is the std able to explain the concept of energy? -Is the std able to state the SI unit of energy? -Is the std able to identify different forms of energy?	

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						(iv) The teacher to guide students to demonstrate and explain the pushing effect of a compressed spiral spring when released and the existence of PE and KE using a spiral spring. (v) Through a question and answer technique, the teacher to facilitate students to explain the transformation of energy. (vi) The teacher to assist students to brainstorm the principle of conservation of energy. (vii) The teacher to assist students to discuss the uses of mechanical energy.	(iv) Students compute the PE and KE for a moving body. (v) Students to explain the transformation of energy. (vi) Students to state the principle of conservation of energy. (vii) Students to discuss the uses of mechanical energy.	- -tube light -motor -candle -electric fan - 6 -		-Is the students able to distinguish between the PE and KE energy? -Is the std able to explain the transformation of energy? -Is the able to state the principle conservation of energy? -Is the std able to explain the uses of mechanical energy?	

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		S E P T E M B E R	34		8.3 Power	4	(i) The teacher to use YES/NO cards to ask questions related to the concept of power. (ii) The teacher to guide students to discuss the SI unit of power. (iii) The teacher to guide students to determining the rate of raising a heavy body through a given distance.	(i) Students to explain the concept of power. (ii) Students to discuss the SI unit of power by relating work done and time. (iii) Students to determine the rate of doing work.	-heavy body -stop watch -meter rule. - -Heavy body -meter rule	-Is the std able to explain the concept of power? -Is the std able to state SI unit of power? -Is the std able to determine the rate of doing work?	
				FINAL EXAMS							
Using force knowled	Development knowledge on concept laws,		35	9.0 LIGHT	9.1 Source of light	5	(i) The teacher to guide students to explain concept of light.	(i) Students in group to discuss the concept of light.	-sting -card board -torch		

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ge principle and concept in daily life.	theories, and principal of physics.		36				(ii) The teacher to guide students to identify the source of light. (iii) The teacher to guide students to distinguish between luminous and non luminous bodies.	(ii) Students in small groups to identify the source of light. (iii) Students in small group to distinguish between luminous and from non-luminous bodies	-box with a hole -candle -kerosene -lamb -sun -flame -luminous object -candle -electric lamb			
COMP ETENC E	GENERAL OBJECTIVES	N C N T H	W E E K	MAIN TOPIC	SUB- TOPI C	P E P I C D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS

**MINISTRY OF EDUCATION AND TRAINING
SCHEME OF WORK**

Name of teacher: _____

Year: **2014**

Class/Stream: **FORM ONE**

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TERM: **1 & 2**

Subject: **PHYSICS**

		S E P T E M B E R	37		9.2 Propag ation and transmi ssion of light.	5	(i) The teacher supervise students to perform experiment on the concept of rays and beam of light. (ii) The teacher to lead students to discuss how to verify that light travels in a straight line (iii) The teacher to guide students to identify transparent, translucent, opaque materials.	(i) Students in small group perform experiment to explain concept of rays and beam of light. (ii) Students to perform demonstration to verify that light travels in straight line. (iii) Students in group to identify transparent, translucent, opaque materials.	-ray box -candle -string -card board -source of light -oiled paper -iron sheet -glass -walls.		-Is std able to explain the concept of rays and beam of light? -Is the std able to verify that light travels in straight line? -Is the std able to identify transparent, translucent, and opaque materials?	
38 - OCTOBER 1ST TO 8TH – OFF DAYS												
		O C T O B E	39		9.3 Reflecti on of light	6	(i) The teacher to lead students to demonstrate the concept of reflection.	(i) Student in group to demonstrate concept of reflection of light.	-ray box -plane mirror -ruler -source of light -sift board.			

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		E R				(ii) The teacher to facilitate students to distinguish regular and irregular of light.	(ii) Students in small group to distinguish regular and irregular and reflection of light.	-ray box -plan mirror -protractor -source			
COMP ETENC E	GENERAL OBJECTIVES	N C N T H	W E K	MAIN TOPIC	SUB- TOPI C	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
						(iii) The students carry out an experiment to investigate the laws of reflection of light and	(iii) The teacher and students apply the laws of reflection of light to observe the	-Plane paper -ray box -plane mirror		-Is the std able to apply the laws of reflection of light?	

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						from the result of experiment the teacher assist students to state the laws of reflection of light. (iv) The teacher to assist to students to describe the position and size and nature of image formed by a plane mirror.	position of the incident ray, the reflected ray and the normal. (iv) Students to perform an experiment to investigate the image formed by a plane mirror.	-protractor -ruler -optical pins -source -plane paper.		Is the std able to describe image formed by a plane mirror?	
REVISION											