Name of teacher:

Year: **2014**

Class/Stream: FORM ONE

Name of School: FEZA

TERM: 1 & 2
Subject: PHYSICS

	GENERAL OBJECTIVES	N C N T	W E E K	MAIN TOPIC	SUB- TOPI C	1 1	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REM ARKS
laborato ry practice and te	Promote manipulative skill to manage various echnological application	J A V U A F Y	1	1.0 INTRO DUCTI ON TO PHYSIC S	1.1 Concepts of physics 1.2 Application of physics in real life	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) The teacher guide students and discus the application of physics in real life	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. i) students in groups to explain the applications of physics in real life.	 Manila card Charts with diagram. Science kit. Charts of different machine and picture Chart with hospital and industrial machine. 		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? 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.	
COMP ETENC E	GENERAL OBJECTIVES	1 1 1	V E E K	MAIN TOPIC	SUB- TOPI C	1 1	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
Using the languag e of physics in communication	Development skills on basic principle of scientific investigation	1	2		2.1 Laborat ory 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?	
			3	2.0 INTRODU CTION TO LABORAT ORY PRACTICE	2.2 basic		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. i) The teacher to organize students in	iii) Student to practice in group to render first aid kit. iii) Student identify and how to use the warning sign in different context. i) Students in group explain the concept	-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?	

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COMP ETENC E	GENERAL OBJECTIVES	N 0 N T H	W E E K	MAIN TOPIC	principl e of scientif ic investig ation. SUB- TOPI C	3	small group to discuss the concept of scientific investigation. TEACHING ACTIVITIES	of scientific investigation. LEARNING ACTIVITIES	-internet, book and apparatus T/L MATERIAS	REFE REN CES	-is the std able to explain concept of investigation? ASSESSMENT	REM ARKS
Making appropri ate measure ments of	Develop skills for making physical measurement	F E R					ii) the teacher to assist students to brainstorm the uses of scientific investigation method in solving problem.	ii) student in small group to apply scientific investigation methods in solving problem.	- internet physics application		-is the student able to apply s. i. methods in solving problem?	
physical quantitie s		FY	1	3.0 MEASU REMEN T	3.1 Concept of measur ement 3.2 basic fundam ental quantiti es	3	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. i) the teacher to assist students to define a fundamental quantities. ii) the teacher to lead students to mention the	ii) students to explain the concept to measurement. ii) students in group to apply measurement in various body. ii) students in group to define fundamental quantities ii) students in group to mention three basic fundament quantities.	-Metre rules -beam balance -solid -liquid -measuremen t 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	ii) students to state SI			-is the student able	
							quantities.	unit of basic			to state SI Unit of	
								fundamental			basic fundamental	
							iii) state SI unit of basic	quantities.			quantities? Is the	
							fundamental quantities	·			students able to	
							iv) the teacher to facilitate	iv) student in group to			measure	
							l '	measure mass, length			fundamental	
							students to use the	and time.			quantities?	
							appropriate to measure	and time.			quantities:	
						<u> </u>	mass, length and time.					
COMP	GENERAL	1	w			1	1					
ETENC	OBJECTIVES	(E	MAIN	SUB-	1		LEARNING	T/L	REFE	ASSESSMENT	
E		ľ	E	TOPIC	TOPI	1	TEACHING ACTIVITIES	ACTIVITIES	MATERIAS	REN		REM
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		F					i) By using think-pair – share	i) The teacher lead	Beaker		- Is the std able to	
		E			3.3	2	technique students to discuss	students to explain	Barometer		explain derived	
		E			Derived		derived quantities.	derived quantities.			quantities?	
		F			quantitie							
		ļι			s		ii) The teacher to guide				-Is the std able to	
		A	5				students to state S.I units of	ii) Students in group state			identify S.I Units of	
		F					derived quantities	the S.I unit derived			derived quantities?	
		Υ			.4			quantities.				
					Basic		i) By using thumps up/down				-Is the std able to	
					apparatu		technique, the teacher to ask				describe basic	
					s/equip		questions relating to basic	i) Students to describe	-Measuring		apparatus used for	
					ments	4	apparatus used for	the basic apparatus for	cylinder		measurement?	
					and their		measuring.	measurement.	-Digital balance			
					uses							
		1					i) The teacher to guide	i) The students in group to	- Stop watch		- Is the std able	
			6		3.5		students to investigate the	discuss the concepts	- Weight		identify source of	
					Density		source of error and how to	parallax, zero			error in	
			7		and		minimize them.	instrumental error.			measurement.	
					relative							
			8		density				- Beam balance			
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						1 0	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	W E E K	MAIN TOPIC	SUB- TOPI C	F F I	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
						3	iv) The teacher to guide students to determine the density of liquids by using experiment.	iv) The students to determine density of oil and kerosene using density bottle and burette	- Density bottle - Kerosene - Oil		- Is the stds able to determine density of liquids	
							v) By using think-pair-share techniques the teacher to assist students to describe the concept of relative density.	v) The students in groups solve the problems of relative density.	-Sand, beads -Lead shot		- Is the stds able to define relative density of substance.	
							vi) The teacher guide students to perform experiments to determine relative	vi) Students perform experiments to determine relative	-Solid ob. -Liquid Beaker		-Is the stds able to determine relative density of substances?	

Name of t Year: 201 4						Name of School: FEZA TERM: 1 & 2							
	am: FORM ONE									t: PHYSIC	\$		
Classystic	ami i onivi oni						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.	a. Tillsic	-Is the stds able to interpret the applications of density in real life?		
		R R C											
COMP ETENC E	GENERAL OBJECTIVES	K C K T H	K E K	MAIN TOPIC	SUB- TOPI C	F E I C C C C C C C C C C C C C C C C C C	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS	
Using force knowledg e principle and concept in daily life.	Develop knowledge on concept laws, theories and principal of physics.	2 4 8 0 1	9	4.0 FORCE	4.1 Types of force 4.2 Types of force	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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							properties of fundamental	i) The teacher and				
							forces.	students to identify the				
								effects of forces which are				
							i) By using think-pair –share	stretching, restoring,				
					4.3		techniques the teacher to	attraction, repulsion,				
					Effect of	2	assist students to discuss the	frictional and viscosity.				
					forces		effects of forces.					
								ii) The teacher and	-Rubber			
								students through	-Weights			
								questions and answers	-Spring			
							ii) The teacher to lead	techniques to justify	-Spongy			
							students to demonstrate	effects of forces on				
							effects of force on materials.	materials.				
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ETENC	OBJECTIVES	(E	MAIN	SUB-	1		LEARNING	T/L	REFE	ASSESSMENT	
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Using force knowled ge principle and concept in daily life.	Development knowledge on concept laws, theories and principal of physics	K 4 F 0 F	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	-spring balance -water -stone -water -beaker -stone -Eureka can -kerosene -alcohol -sand -water -density			
							real weight.	•				
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COMP ETENC E	GENERAL OBJECTIVES	N C N T	E E K	MAIN TOPIC	SUB-T OPIC	F F O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE RENC ES	ASSESSMENT	REMA RKS
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		Δ			5.2		i) The teacher assist students	i) Students in group to	-bottle		Principle?	
		P			Law of		to distinguish between	discuss and differentiate	-balloon		-Is the std able to	
		R			flotation		floating body and sinking	floating and sinking	-wood		distinguish floating	
		- 1					body.	bodies.	-coin modal of		and sinking bodies?	
		L							ship.			
						8	ii) The teacher to guide	ii) Students to perform			Is the std able to	
							students to explain the	experiments to verify the	-test tube		explain the conditions	
							conditions for a substance to	conditions for a substance	-lead shot		of a substance to float	
							float in fluid.	to float in fluids.	Water		in fluids?	
									-beaker			
			13				iii)The teacher assign students	iii) Students in group to			Is the std able to	
							to relate upthrust and weight	carry out experiment to	-spring balance		relate upthrust and	
							of floating body.	relate upthrust and	-water		weight of floating	
								weight of floating body.	-eureka can		body?	
							iv) The teacher guide students		-beaker			
							to state the law of flotation.	iv) Students in group to	-toy		Is the std able to state	
								state law of floatation.	-wooden ship		law of flotation in	
							v) The teacher to guide		-container		daily life?	
							students to discuss various	v) Students to mention	-water			
							bodies which apply the	bodies which obey the			Is the std able to	
							flotation law and to discuss	law of floatation	-buoyant		apply the law of	
							the mode of action of a ship		-ship, boat		flotation	
							and submarine.	vi) Students demonstrate	-balloons			
								the mode action of	-kite		Is the std able to	
							vi) The teacher to lead	hydrometer.			describe the	
							students to demonstrate		-hydrometer		hydrometer?	
									-chart of			
							vii) The teacher supervises	vii) Students in their	hydrometer		Is the std able to	
							students in groups to	groups to construct a			construct a simple	
							construct simple hydrometer.	simple hydrometer.	-straw		hydrometer?	
									-wax			
									-diagram of			
									hydrometer			
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ETENC	OBJECTIVES	C	E	MAIN	SUB-	6		LEARNING	T/L	REFE	ASSESSMENT	
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	Development	A			6.1 Structure		vii) The teacher to support to discuss how a hydrometer is	vii) Students to perform experiments of	-kerosene -water		-Is the std able to determine the	
Using	knowledge on	R			of matter		used to measure the relative	determining relative	-hydrometer		relative density of	
force	concept laws,	1		6.0			density of liquid?	density of liquids by using	-milk		different liquids by	
knowledg	theories and	L		STRUCTURE				a hydrometer.			using a hydrometer.	
e principle	principal of			AND			i) The teacher use concept	i) Students explain the			-Is the std able to	
and	physics.			PROPERTIES			map technique to discuss with	concept of matter	-Various object		explain concept of	
concept in				OF MATTER.			students the concept of		-Liquids		matter?	
daily life.							matter	ii) Students perform	-Gases			
·								experiment to justify the			-Is the std able to	
							ii) The teacher to guide	particulate nature of	-Water		justify the particulate	
						3	students to justify the	matter by applying	-coloured		nature of matter?	
							particulate nature of matter	Brownian motion in	substance			
			14				by applying Brownian motion	liquids and in gases.	-microscope			
							in liquids and in gases.		Pollen grain			
							'	iii) Students discuss	-marbles		-Is the std able to	
							iii) The teacher to guide	kinetic theory of matter			explain the kinetic	
							students to discuss the kinetic	and to demonstrate	-smoke – cell		theory of matter?	
							theory of matter.	movement of particles in	-light source			
								smoke.	Magnifying lens			
								Sone.			-ls the std able to	
								iv) Student to classify the	-solid, stone		classify the three	
					6.2		iv) The teacher to use YES/NO	three states of matter.	-liquid, water,		states of matter?	
					Elasticity		cards to lead students to	three states of matter.	Gas, Oxygen		states of matter:	
					Liasticity		classify the three states of	i) Students in group to	Gas, Oxygen		-Is the std able to	
							matter.	discuss the concept of	-rubber		explain concept of	
							matter.	elasticity.	Spiral spring		elasticity?	
							i) The teacher to assist	ciasticity.	Ruler		Clasticity:	
							students to discuss the					
							concept of elasticity		Spring Balance			
COMP	CENEDAL	\vdash	W			Η.	concept of elasticity		Dalatice			
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		P R I L	15			3	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 -Bowand 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	3	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	3	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?	
COMP ETENC E	GENERAL OBJECTIVES	N	W E E K	MAIN TOPIC	SUB- TOPI C	F F	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS

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		1		Capillar		(i) The teacher to guide	(i) Students to carry	-Glass tube		-Is the std able to	
		F		ity.		students to discuss the	out an experiment to	with narrow		explain the	
		F	1		3	concept of capillarity.	show capillarity by	bores of		concept of	
		ı					rise of water in glass	different		capillarity?	
		L					tube with narrow	kerosene			
			17				bores of different	lamp.			
						(ii) The teacher to assist	diameter.				
						students brainstorm the					
						application of capillarity	(ii) Students to	-Irish potato		-Is the std able to	
						in daily life.	discuss the	-Beaker with		identify the	
			10				applications of	water		application of	
			18				capillarity in daily life.	-sugar		capillarity in daily	
								-salt		life?	
				6.6		(i) The teacher to guide					
				Osmosi	3	students to carry out an	(i) Students in group				
				s		experiment for verifying	to carry out an			-Is the std able to	
						the concept of osmosis.	experiment for			explain the	
							verifying the concept			concept of	
							of osmosis.			osmosis?	
						(ii) The teacher to assist	(ii) Students to			-Is the std able to	
						students to brainstorm	discuss the			identify the	
						the application of	application osmosis			application of	
						osmosis.	in everyday life.			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.	Y	19	7.0 PRESSURE	7.1 Concept of pressur e 7.2 Pressur e due to solid	3	(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		7.3 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=hpg	(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.				
COMP ETENC E	GENERAL OBJECTIVES	N C N T	W E E K	MAIN TOPIC	SUB- TOPI C	F F I (TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
		N A Y	22		7.4 Atmosph eric pressure	5	(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. (i) The teacher to assist students to demonstrate the existence of atmospheric pressure. (ii) By using thick-pair-share techniques the teacher to	(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. (i) Students in groups to demonstrate and explain the existence of atmospheric pressure. (ii) Students in group of discuss and identify the	- Manometer -Tumbler with lid, empty can, cold water, source of heat -Bicycle pump -Siphon -Water		-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? -Is the std able to describe the existence of atmospheric pressure? -Is the std able to identify the application of	
							guide students to identify the application of atmospheric pressure. (iii) The teacher to lead students to measure the atmospheric pressure.	application of atmospheric pressure. (iii) Students in group to measure the atmospheric pressure by using barometer.	-Flushing tank. -Fortin barometer -Aneroid barometer.		atmospheric pressure? -Is the std able to measure the atmospheric pressure?	

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COMP ETENC E	GENERAL OBJECTIVES	N C N T	W E E K	MAIN TOPIC	SUB- TOPI C	F F I	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
					JUNE -] - -	JLY TERMINAL EXA	AMINATIONS / B	REAK			
Using force knowled ge principle and	Development knowledge on concept laws, theories, and principal of physics.	J L Y		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	(i) Students to discuss the concept of work as applied to physics. (ii) Students to state SI unit of work.	Block of wood, thread, spring, clock		-Is the std able to explain the concept of work?	
concept in daily life.			27				students to state SI unit of work. (iii) The teacher to guide how to determine the work done by an applied force.	(iii) Students in group to perform an experiment to determine the work done.	-Heavy body -tape measure -meter rule		state the SI unit of work? -Is the std able to determine the work done by an applied force?	
					8.2 Energy	8	(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	(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	Helical spring -object -stone		-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	

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COMP ETENC E	GENERAL OBJECTIVES	N C N T H	W E E K	MAIN TOPIC	SUB- TOPI C	F TEACHING ACTIVITIES I C	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
						(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.	(iv) Students compute the PE and KE for a moving body.			-Is the students able to distinguish between the PE and KE energy?	
						(v) Through a question and answer technique, the teacher to facilitate students to explain the transformation of energy.	(v) Students to explain the transformation of energy.	-tube light -motor -candle -electric fan		-Is the std able to explain the transformation of energy?	
						(vi) The teacher to assist students to brainstorm the principle of conservation of energy.	(vi) Students to state the principle of conservation of energy. (vii) Students to discuss	- 6 -		-Is the able to state the principle conservation of energy?	
						(vii) The teacher to assist students to discuss the uses of mechanical energy.	the uses of mechanical energy.			-Is the std able to explain the uses of mechanical energy?	

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COMP ETENC E	GENERAL OBJECTIVES	N C N T	W E E K	MAIN TOPIC	SUB- TOPI C	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS
		S E F T E F F	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?	
							FINA	AL 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	W E E K	MAIN TOPIC	SUB- TOPI C	F	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFE REN CES	ASSESSMENT	REM ARKS

Name of t									TERM:	of School: 1 & 2 : PHYSIC		
Class/Sure		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	(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.	-ray box -candle -string -card board -source of light	. PHISIC	-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?	
							(iii) The teacher to guide students to identify transparent, translucent, opaque materials.	(iii) Students in group to identify transparent, translucent, opaque materials.	-oiled paper -iron sheet -glass -walls.		-Is the std able to identify transparent, translucent, and opaque materials?	
			•	38 -	ОСТОЕ	BEI	R 1 ST TO 8 TH – OFF [DAYS				
		0 0 1	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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		F					(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	W E E K	MAIN TOPIC	SUB- TOPI C	F F I 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							