DOYEN PUBLISHERS
SCHEMES OF WORK TERM II 2025
GRADE 7 INTEGRATED SCIENCE

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Learning/ Teaching Experiences	Key Inquiry Questions	Learning Resources	Assessment Methods	Ref
1	1	**MIXTURES, ELEMENTS AND COMPOUNDS**	Mixtures Crystallization	By the end of the lesson, the learner should be able to: a) Separate copper (II) sulphate crystals from copper (II) sulphate solution using crystallization method b) Write short notes about separating mixtures by crystallization method c) Appreciate the applications of separating mixtures in day-to-day life	Learners are guided in pairs, in groups or individually to: Separate copper (II) sulphate crystals from copper (II) sulphate solution using crystallization method Write short notes about separating mixtures by crystallization method Draw the set up showing apparatus set up for crystallization Discuss the applications of separating mixtures by crystallization	What is the color of the solution formed when copper (II) sulphate crystals are added to water?	Course book Basic Laboratory Apparatus Equipment Selected specimens Ice Candle wax Water/salty water ***Spotlight Integrated Science Learner's Book Grade 7 pg. 66-67***	Written Test Assessment Rubrics Checklist Anecdotal Records Oral Questions and Answers	

					in day-to-day life				
	2	**MIXTURES, ELEMENTS AND COMPOUNDS**	Mixtures Sublimation	By the end of the lesson, the learner should be able to: a) Separate a mixture of iodine and common salt using sublimation method b) Write short notes about separating mixtures by sublimation method c) Appreciate the applications of separating mixtures in day-to-day life	Learners are guided in pairs, in groups or individually to: Separate a mixture of iodine and common salt using sublimation method Write short notes about separating mixtures by sublimation method Draw the set up showing separation of a mixture of iodine and sodium chloride	What type of mixture is separated by sublimation method?	Basic Laboratory Apparatus Equipment Selected specimens Candle wax Water ***Spotlight Integrated Science Learner's Book Grade 7 pg. 67-68***	Written Test Assessment Rubrics Checklist Anecdotal Records Oral Questions and Answers	
	3	**MIXTURES, ELEMENTS AND COMPOUNDS**	Mixtures Use of a magnet	By the end of the lesson, the learner should be able to: a) Separate a mixture of sulphur and iron fillings using a magnet b) Write short notes about separating	Learners are guided in pairs, in groups or individually to: Separate a mixture of sulphur and iron fillings using a magnet Write short notes about separating	What type of mixture is separated by use of a magnet?	Course book Basic Laboratory Apparatus Sieve Magnet ***Spotlight Integrated Science Learner's Book***	Written Test Assessment Rubrics Checklist Anecdotal Records Oral Questions and Answers	

				mixtures by use of a magnet c) Appreciate the applications of separating mixtures in day-to-day life	mixtures by use of a magnet Discuss the applications of separating mixtures by use of a magnet in day-to-day life		***Grade 7 pg. 69***		
	4	**MIXTURES, ELEMENTS AND COMPOUNDS**	Mixtures Solvent extraction	By the end of the lesson, the learner should be able to: a) Extract oil from groundnuts seeds using solvent extraction method b) Write short notes about extracting oil from seeds using solvent extraction method c) Appreciate the applications of separating mixtures in day-to-day life	Learners are guided in pairs, in groups or individually to: Extract oil from groundnuts seeds using solvent extraction method Write short notes about extracting oil from seeds using solvent extraction method Discuss the applications of extracting oil by solvent extraction method in day-to-day life	Why should you use propane instead of water in solvent extraction?	Course book Basic Laboratory Apparatus Water Sieve Magnet ***Spotlight Integrated Science Learner's Book Grade 7 pg. 69-70***	Written Test Assessment Rubrics Checklist Anecdotal Records Oral Questions and Answers	
2	1	**MIXTURES, ELEMENTS AND COMPOUNDS**	Mixtures Paper chromatography	By the end of the lesson, the learner should be able to: a) Separate the components of black inks	Learners are guided in pairs, in groups or individually to: Separate the components of	Which type of mixture is separated by chromatography ?	Course book Basic Laboratory Apparatus Equipment	Written Test Assessment Rubrics	

				using paper chromatography method b) Write short notes about separating components by paper chromatography c) Appreciate the applications of separating mixtures in day-to-day life	black inks using paper chromatography method Write short notes about separating components by paper chromatography Discuss the applications of chromatography in day-to-day life		Selected specimens Water ***Spotlight Integrated Science Learner's Book Grade 7 pg. 70-72***	Checklist Anecdotal Records Oral Questions and Answers	
	2	**MIXTURES, ELEMENTS AND COMPOUNDS**	Mixtures Application of methods of separating mixtures	By the end of the lesson, the learner should be able to: a) Discuss with peers, the applications of separating mixtures in day-to-day life b) Draw the table summarizing application of methods of separating mixtures in day-to-day life c) Desire to separate mixture using these methods	Learners are guided in pairs, in groups or individually to: Discuss with peers, the applications of separating mixtures in day-to-day life Draw the table summarizing application of methods of separating mixtures in day-to-day life Work on assessment activity 2.1	What are the uses of different methods of separating mixtures in day-to -day life?	Course book Basic Laboratory Apparatus Water/salty water Sieve Magnet **Spotlight Integrated Science Learner's Book Grade 7 pg. 72-75**	Written Test Assessment Rubrics Checklist Anecdotal Records Oral Questions and Answers	

	3	**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) Search the internet to find out what happens when plant extracts are added to acids and bases b) Record their findings of what happens when plant extracts are added to acids and bases c) Enjoy sharing their finding with other members of the class	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 Record their findings of 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 ***Spotlight Integrated Science Learner's Book Grade 7 pg. 76***	Assessment Rubrics Checklist Oral Questions and Answers Written Test	
	4	**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) 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	Learners are guided in pairs, in groups or individually to: 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	How can you identify a substance as being acidic or basic?	Course book Basic Universal indicator pH scale and pH chart ***Spotlight Integrated Science Learner's Book Grade 7 pg. 76-77***	Written questions Observation Oral questions Role Plays	

				basic using indicators c) Appreciate the applications of acids and bases in real life	indicators by filling in the table Discuss the observations with other members of the class				
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) 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 ***Spotlight Integrated Science Learner's Book Grade 7 pg. 78-79***	Written questions Observation Oral questions Role Plays	
	2	**MIXTURES, ELEMENTS AND COMPOUNDS**	Acids, Bases and Indicators Commercial indicators	By the end of the lesson, the learner should be able to: a) Use methyl orange and phenolphthalein to classify household	Learners are guided in pairs, in groups or individually to: Use methyl orange and phenolphthalein to classify	Is methyl orange basic, acidic or neutral?	Course book Universal indicator pH scale and pH chart	Written questions Observation Oral questions Role Plays	

				substances as 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	household substances as either acidic or basic Draw a table and classify methyl orange and phenolphthalein solutions as either acidic or basic using indicators		Common fruits Fertilizers Detergents ***Spotlight Integrated Science Learner's Book Grade 7 pg. 79-80***		
	3	**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 ***Spotlight Integrated Science Learner's Book Grade 7 pg. 80***	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 indicator	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 c) Appreciate the pH scale chart and the universal indicator paper	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 Draw a table indicating the pH values and colors and write short notes on pH	What is a universal indicator? What is the definition of pH?	Course book Universal indicator pH scale and pH chart ***Spotlight Integrated Science Learner's Book Grade 7 pg. 81***	Written questions Observation Oral questions Role Plays	
4	1	**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	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	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 ***Spotlight Integrated Science Learner's Book Grade 7 pg. 82-83***	Written questions Observation Oral questions Role Plays	

				c) Appreciate the applications of acids and bases in real life	Make short notes on classifying acidic or basic solutions as either strong or weak				
	2	**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) 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 ***Spotlight Integrated Science Learner's Book Grade 7 pg. 83-84***	Written questions Observation Oral questions Role Plays	
	3	**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 bynaming the acid or base	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	What is the significance of acids and bases?	Course book Basic Universal indicator pH scale and pH chart Fertilizers Detergents ***Spotlight Integrated Science***	Written questions Observation Oral questions Role Plays	

				and stating its uses c) Have fun sharing their findings with the rest of the class and discuss the results	and stating its uses Share their findings with the rest of the class and discuss the results		***Learner's Book Grade 7 pg. 84-86***		
	4	**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?	Course book Basic Laboratory Apparatus Equipment ***Spotlight Integrated Science Learner's Book Grade 7 pg. 86-87***	Written questions Observation Oral questions Role Plays	
5	1	**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	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	What is the meaning of menstruation?	Course book Basic Laboratory Apparatus Equipment Selected specimens Chart ***Spotlight Integrated Science Learner's***	Observation Practical Work Assessment Rubrics Checklist Anecdotal Records Written Test	

				in human beings c) Appreciate menstruation in human beings	menstruation and human menstruation cycle Describe the menstrual cycle in human beings		***Book Grade 7 pg. 88-89***	Oral Questions and Answers	
	2	**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?	Course book Basic Equipment Selected specimens Chart ***Spotlight Integrated Science Learner's Book Grade 7 pg. 89***	Observation Practical Work Assessment Rubrics Checklist Anecdotal Records Written Test Oral Questions and Answers	
	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) 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	How many phases are in the human menstrual cycle?	Course book Basic Laboratory Apparatus Selected specimens Chart ***Spotlight Integrated Science Learner's***	Observation Practical Work Assessment Rubrics Checklist Anecdotal Records Written Test	

				place in the phases identified c) Appreciate the human menstrual cycle	place in the phases identified Write down the events that take place in the phases of the human menstrual cycle		***Book Grade 7 pg. 89-90***	Oral Questions and Answers	
	4	**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?	Spotlight Integrated Science Learner's Book Grade 7 pg. 90-91 Course book Basic Laboratory Apparatus Equipment Chart	Observation Practical Work Assessment Rubrics Checklist Anecdotal Records Written Test Oral Questions and Answers	
6				**MIDTERM BREAK**					
7	1	**LIVING THINGS AND THEIR ENVIRONMENT**	Reproduction in Human Beings How to manage challenges	By the end of the lesson, the learner should be able to: a) Make discussion cars with information on challenges	Learners are guided in pairs, in groups or individually to: Make discussion cars with information on	How best can we manage issues related to the menstrual cycle?	Spotlight Integrated Science Learner's Book Grade 7 pg. 91-92	Observation Practical Work Assessment Rubrics Checklist	

			related to menstrual cycle	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	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		Course book Basic Laboratory Apparatus Equipment Selected specimens Chart	Anecdotal Records Written Test Oral Questions and Answers	
	2	**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?	Course book Basic Laboratory Apparatus Equipment Selected specimens Chart ***Spotlight Integrated Science Learner's Book Grade 7 pg. 92-95***	Observation Practical Work Assessment Rubrics Checklist Anecdotal Records Written Test Oral Questions and Answers	
	3	**LIVING THINGS AND THEIR**	Reproduction in Human Beings	By the end of the lesson, the learner should be able to:	Learners are guided in pairs, in groups or individually to:	How does reproduction occur in human beings?	Course book Basic Laboratory	Observation Practical Work	

		ENVIRONMENT	Fertilization and implantation	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	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	What are the names of the cells that fuse during fertilization?	Apparatus Selected specimens Chart ***Spotlight Integrated Science Learner's Book Grade 7 pg. 94-96***	Assessment Rubrics Checklist Anecdotal Records 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) Discuss the events that take place during implantation process 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	Learners are guided in pairs, in groups or individually to: Read reference materials with information about implantation 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	What happens at stage d after fertilization?	Course book Basic Laboratory Apparatus Equipment Selected specimens Chart ***Spotlight Integrated Science Learner's Book Grade 7 pg. 96-98***	Observation Practical Work Assessment Rubrics Checklist Anecdotal Records Written Test Oral Questions and Answers	

					the human body				
8	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?	Course book Basic Laboratory Apparatus Equipment Chart ***Spotlight Integrated Science Learner's Book Grade 7 pg. 98-101***	Observation Practical Work Assessment Rubrics Checklist Anecdotal Records Written Test Oral Questions and Answers	
	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?	Equipment Charts Salts and water ***Spotlight Integrated Science Learner's Book Grade 7 pg. 101-102***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Written Test	

	3	**LIVING THINGS AND THEIR ENVIRONMENT**	Human Excretory system – skin and kidneys The human skin	By the end of the lesson, the learner should be able to: 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	Learners are guided in pairs, in groups or individually to: 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	Why is the skin important in humans?	Basic Laboratory Apparatus Charts Salts Water Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 102-103***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records 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?	Equipment Selected specimens Charts Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 103***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	
9	1	**LIVING THINGS AND THEIR**	Human Excretory	By the end of the lesson, the learner should be able to:	Learners are guided in pairs,	What does sweat tell you about	Basic Laboratory Apparatus	Practical Work	

		ENVIRONMENT	system – skin and kidneys Functions of the human skin	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 c) Appreciate the functions of the skin	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	the functions of the skin?	Equipment Charts Salts and water Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 104***	Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	
	2	**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	Which waste products are excreted through the skin?	Basic Laboratory Apparatus Equipment Salts and water Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 104-105***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	

					importance of the skin				
	3	**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?	Basic Laboratory Apparatus Charts Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 105-106***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Written Test	
	4	**LIVING THINGS AND THEIR ENVIRONMENT**	Human Excretory system – skin and kidneys Functions of the parts of the urinary system	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 parts of the urinary system c) Appreciate the functions of the parts of the urinary system	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?	Basic Laboratory Apparatus Equipment Charts Salts and water Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 106***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	

10	1	**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?	Basic Laboratory Apparatus Charts Salts and water Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 107***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	
	2	**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?	Basic Laboratory Apparatus Charts Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 107-109***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	

	3	**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) Write short notes 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?	Basic Laboratory Apparatus Charts Salts and water Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 109-110***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	
	4	**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	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	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?	Basic Laboratory Apparatus Equipment Selected specimens Charts Course book ***Spotlight Integrated Science***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist	

				date, chemical composition, health effect on the body and the proposed results c) Enjoy presenting their findings in class	Fill in a table with expiry date, chemical composition, health effect on the body and the proposed results Present their findings in class		***Learner's Book Grade 7 pg. 111***	Anecdotal Records Written Test	
11	1	**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) Identify the health effects of skin lightening products on the human body b) Write down short notes on the health effects of skin lightening products on the human body c) Appreciate the importance of proper use of cosmetics for health	Learners are guided in pairs, in groups or individually to: Read the case study 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	Why is proper use of cosmetics important?	Basic Laboratory Apparatus Charts Salts and water Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 111-112***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	

	2	**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?	Basic Laboratory Apparatus Equipment Charts Course book ***Spotlight Integrated Science Learner's Book Grade 7 pg. 112-113***	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	
	3	**LIVING THINGS AND THEIR ENVIRONMENT**	Human Excretory system – skin and kidneys Project 2: Modelling the urinary system	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 c) Take pride in the model and display in class	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?	Basic Laboratory Apparatus Equipment Charts Course book **Spotlight Integrated Science Learner's Book Grade 7 pg. 114**	Practical Work Observation Oral Questions and Answers Assessment Rubrics Checklist Anecdotal Records Written Test	

	4	**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 **Spotlight Integrated Science Learner's Book Grade 7 pg. 114-116**	Oral Questions and Answers Assessment Written Test	
12				**REVISION**					
13-14				**END OF TERM TWO EXAMINATION**					