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|  **COMPETENCE** | **GENERAL OBJECTIVE** | **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **ASSESMENT**  | **REMARKS** |
| Applying rules of friction in daily life  | Realize the importance of infraction in daily life  | JANUARY | 1 | APPLICATIONS OF VECTORS | Scalar and Vector quantities  | 4 | * Guide students to classify the physical quantities into scalars and vectors
* To demonstrate on adding vectors by graphical method
* Guide students to find the resultant and direction of a vector by using triangle and parallelogram laws
* Lead students to state triangle and parallelogram laws of forces
 | * To distinguish physical quantities into scalar and vectors
* To add displacement, velocities and forces by graphical method.
* To find the resultant and direction of vector
* To state triangle and parallelogram laws.
 | Graph paper, ruler, mathematical set.  | A.F. Abbott Pg53-55P.of Physics by M. Nelkon 8th Ed. Pg.28-30. A.F Abbott Pg.58-61  |  |  |
|  |  | JANUARY | 2 |  | Relative motion  |  | * Lead students to explain the concept of relative motion
* Guide students to find the relative velocities of two bodies by drawing or calculation
* Lead students to discuss the applications of relative motion in daily life.
 | * Students to discuss the relative velocity of two objects moving in the same direction and in the opposite directions

 * Students to find the relative velocities of two bodies by drawing or calculations.
* To discuss the applications of relative motion in daily life
 | * Graph paper.
* Ruler
* Mathematic set

-do- |  |  |  |

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| **COMPETENCE** | **GENERAL OBJECTIVE** | **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
|  |  | JANUAR Y |  3 |  | Resolution of Vectors | 2 | * Guide students to explain the concept of resolution of vector
* Help them to resolve a vector into two mutually perpendicular directions.
* Assist students to solve problems of forces and velocities by resolving
 | * Student to explain the concept of components of a vector.
* To resolve a vector into two mutual perpendicular directions.
* To solve problems of forces and velocities by resolving
 | Charts of moving boat or air plane | A.F. Abbott Pg56-57PgA.F Abbott Pg.58-61  |  |  |
|  |  | FEBRUARY | 4 | FRICTION  | Concept of friction  | 2 | * To assist students to explain the concept of friction.
* Guide students to discuss the advantages and disadvantages of friction in daily life
* Group students and guide them to discuss the way of reducing friction.
 | * To explain the concept of friction

 * To mention the disadvantages of friction such as wearing and tearing of clothes and tires
* To discuss the methods of reducing friction like rollers, ball bearings and lubricants
 | Rollers, Grease, ball-bearing  | A.F Abbott 5th ED. Pg.17-12-do- |  |  |

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| **COMPETENCE** | **GENERAL OBJECTIVE** | **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES** | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK** | **REMARKS** |
|  |  | FEBRUARY |  5 | FRICTION  | Type of Friction Laws of friction  | 2 | * Lead the students to discuss the types of friction forces
* Guide them to determine the limiting friction by using a black of wood.
* Guide students to stake laws of friction
* Guide students to define the coefficient of static and dynamic friction.
 | * To discuss the types of friction
* To determine the limiting friction using a block of wood.
* To listen and take notes.
* Students to carryout an experiment to determine the coefficient of static friction.
 | - Block of wood - Rough surface - Spring balance - Pulley - String |   |  |  |
|  |  | FEBRUARY | 6 | FRICTION LIGHT  | Laws of friction Reflection of light from curved mirrors.  | 22 | * Guide students to solve problems on friction

 -Display concave and convex mirrors to students. Ask them to describe the features of concave and convex mirrors and distinguish them-Guide students to describe principal axis, pole, focus, and radius of curvature as applied to mirrors.  | * To solve questions as class work and home work on friction.
* To describe, while in groups the features of concave and convex mirrors.
* To define the principal axis, focus, pole, radius of curvature and distinguish them.
 | -* Concave and convex mirrors.
* spoons
 | -do--do- | Principal of physics by Nelkon 8th Ed Pg. 268-269 |  |
| **COMPETENCE** | **GENERAL OBJECTIVE** | **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
| Using the knowledge of light in the constructions of optical instruments  | Understand principles of construction of optical instruments | FEBRUARY | 7 | LIGHT  | Reflection of light from curved mirrors  | 4 | * Guide students to locate images formed by a curved mirror.
* Define the nature, position and size of image formed by curved mirror.
* Lead students to carryout an experiment to determine the focal length of a concave mirror by non-parallax method or illuminated object.
 | * To listen and take notes.
* To locate images formed by curved mirrors
* To carryout an experiment to determine the focal length of a concave mirror
 | * Graph paper
* Curved mirrors
* Plain paper
* Object
* Screen
* Optical pins
* Torch
 | Principal of Physics by M. Nelkon Pg 271-273A.F. Abbott Pg. 236-243 |  |  |
|  |  | MARCH | 8 | LIGHT  | Mirror formula  | 6 | * Guide student to compute the position, magnification of an image formed in a curved mirror using mirror formula

1 = 1 + 1ƒ ų ű- Lead students to describe the daily life application of curved mirrors  | * To do several calculation on the application of the mirror formula.
* To list down the applications of curved mirrors in daily life.

  |  | A.F ABBOTT 5TH Ed Pg.244 -247Principals of Physics by M. Nelkon 8th Ed. Pg 277-279 |  |  |
|  | 9/10 | **10TH – 15TH MARCH - MIDTERM TEST****16TH – 23RD MARCH - MIDTERM BREAK** |

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| **COMPETENCE** | **GENERAL OBJECTIVE** | **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
|  |  | MARCH | 11 | LIGHT | Refraction of light Laws of Refraction of light.  | 4 | -Lead students of define refraction of light using a stick immersed in a glass of water.- Demonstrate to students on finding the angle of incidents and angle of refraction. - Lead students to state laws of refraction of light.-Help students to carryout an experiment to determine the refractive index of a material.  | - to define the refraction of light.-to use glass block and optical pins to find angle I and angel r.- to state laws of refraction of light-to perform the experiment to determine the refractive index.  | - Rectangular  Glass block -Optical pins -Protractor -Drawing board.-Ruler.-White paper - do-  | A.F ABBOTT5th ED. Pg 248-Pg 256 |  |  |
|  |  | MARCH/APRIL | 12 |  | Critical angle and total internal reflection | 2 | * Lead students to define critical angle and total internal refraction
* Help students to determine critical angle and total internal reflection using semicircular glass block.
* Discuss with students on refraction through triangular prism.
* Demonstrate dispersion of white light.
* Discuss on angle of deviation.
 | -to define critical angle and total internal reflection -to perform an experiment to determine critical angle and total internal reflection -to listen and take notes -to use triangular glass block to disperse white light.  | -Semicircular glass block -Optical pins -Plane paper* Triangular prism
 | -do--do- |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVE** | **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARS** |
|  |  | APRIL | 13 | LIGHT  | Colours of Light  | 2 | * Guide students to determine angle of deviation and minimum deviation.
* Explain the components of white light.
* Discuss on the methods of recombination of colours of white light.
* Demonstrate the appearance of coloured objects in white light.
 | * To do the practical to determine angle of minimum deviation
* To name the components of white light
* To listen and take notes
* To observe the coloured object through white light
 | * Triangular glass block.
* Optical pins.
* White paper

Coloured objects Coloured filters White objects  | -do-Principle of Physics by M. Nelkon 8th Ed. Pg 328 –Pg 337 | Students in group to cons tract a simple prism binocular.  |  |
|  |  | APRILH 22TH – FEB 22ND | 14 | LIGHT  | LENSES  | 22 | * Guide student to identity primary, secondary and complementary colour of light.
* Discuss with students about additive and subtractive colour mixing
* Display the concave and convex lenses to students.
* Explain the terms focal length, principle focus, principle axis and optical centre as applied to lenses.
 | * To identify primary, secondary and complementary colours.
* To describe the additive and subtractive colour mixing
* To identify the concave and convex lenses.
* To listen and take notes
 | -Blue, Green and Red filters.-White screen.-Concave and convex mirrors | -do-A.F. ABBOTT Pg. 261-Pg268 |  |  |

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| **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
| APRIL APRILH 22TH – FEB 22ND | 15 |  | Lenses  | 4 | * Lead students to determine the focal length of a convex lens.
* Discuss using ray diagrams how to locate the image formation by a lens.

Guide the students to determine the position, sixe and nature of the image formed by using lens formula 1 = 1 + 1ƒ ų ű* Do more calculations as example
 | * To determine the focal length of a convex mirror
* To follow discussion
* To use the thin lens formula to calculate the image position sixe and state the nature of the image formed
 | Convex lens Meter rule.  | -do- |  |  |
|  | 16 | OPTICAL INSTRUMENTS  | LensSimple microscope | 22 | * Lead students to place a small object between the optical centre and F and a convex the image.
* To solve more problems as an application of a lens formula.
* Guide students to describe the structure and mode of action of a simple microscope
 | * To make observations on magnification of an image.
* To do calculation as application of the lens formula
* To describe and explain how the device works.
 | - Convex lens - Candle - Match box   | Students in groups of 6 to construct simple microscope | -do-A.F. ABBOTT Pg. 269-Pg 272 M. Nelkcon 8th Ed. Pg 313-Pg 325 |  |

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| **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT WORK**  | **REMARKS** |
| MAY | 17 | OPTICAL INSTRUMENTS  | Compound microscope  | 2 | * Guide the students to discuss the structure and mode of action of a compound microscope.
* Help students to highlight the common uses of a compound microscope in daily life.
 | * Using ray diagram to show image formation and magnification of a compound microscope.
* To discuss the uses of compound microscope in daily life.
 | * Chart of compound microscope
* Lenses screen, objects.

  | -do- | Students in a group of 5-6 to construct a simple compound microscope.  |  |
|   | 18/19 | 12TH – 17 MAY - TERMINAL EXAMINATIONS18TH – 25TH MAY - 1 WEEK HOLIDAY |  |
| MAY | 20 |   | Astronomical telescope  | 22 | * Guide students to describe the structure and mode of action of an astronomical telescope.
* Highlight the uses of an astronomical telescope.
 | * To describe the structure and mode of action of a telescope
* To list down the application of a telescope.
 | -Lenses.- Chart of an astronomical telescope  | -do- | To construct a simple telescope.  |  |

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| **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
| JUNE | 21 | OPTICAL INSTRUMENTS  | Projection lantern  | 2 | * Lead students to discuss on the structure and mode of action of a projection lantern
* Discuss, by demonstration, the uses of a projection lantern
 | * To participate in the discuss
* To observe the function of the machine
* To take notes
 | -Projection lantern - Slides -Chart of projection lantern  | -do- | Students a group of 5-6 to construct a simple projection lantern  |  |
| Lens camera  | 2 | * Lead students to discuss on the structure and mode of action of a lens camera
* Ask students to mention uses of a camera
 | * To participate in the discuss
* To list down the daily life practical application of the lens camera
 | * Lens camera
* Chart of lens
* Camera
 |  |  |  |
| JUNE  | 22 | The human eye | 4 | -Describe the structure and mode of action of a human eye.- Guide students to identify the defects of the human eye and how they can be connected - Ask students to write down the similarities of human eye and lens camera as a home work.-Do calculations on optical instruments. | -To list down the structure of a human eye.-To identify the defects of the eye and the Connections.- To write down the similarities of the eye and the eye and the lens camera. - To do calculations given by the teacher.  | * Model of human eye.
* Optical diagram of lens camera
 | -do- |  |  |
|  **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT WORK**  | **REMARKS** |
|  JUNE | 23 | THERMAL EXPANSION | Thermal energy Thermal expansion of solids | 224 | * Lead students to

 brainstorm on  the concept of  heat.* Highlight the sources of thermal energy in everyday life.
* Guide students of differentiate between heat and temperature.
* Lead students to demonstrate the expansion of solids using ball and ring experiment.
 | * To explain the concept of heat.
* To name some source of heat they know.
* To differentiate heat from temperature.
* To follow the demonstration.
* To perform various activities to demonstrate expansion and construction of solids
 |  .Ball and ring Source of heart  | AF. ABBOTT Pg 159-Pg 165 M. Nelkon 8TH ed Pg 175 –Pg 187 |  |  |
|  JUNE |  24 |  | Expansion of solids | * Guide students to discuss in groups the expansion and contraction of solids interns of the kinetic theory of matter.
* Lead students to develop the formula of linear expansion of solids
* Highlight on applications of the expansion of solids.
 | * To follow the discuss
* To determine the coefficient of linear expansibility.
* To do calculations on the applications of the formula
 |  |   |  |  |
|  **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
| JUNE / JULY |  25 | THERMAL EXPANSION | Thermal expansion of liquid  | 4 | * Guide students to explain the apparent expansion of a liquid.
* Demonstrate the volume expansion of liquids (different)
* Lead students to define volume expansivity of liquid
* Guide students, through question, how hear affect the density of liquids.
* Verify the anomalous expansion of water, and explain the application of liquids in everyday life.
 | * To follow the discuss and participate on demonstration of expansion of different liquids.
* To define the volume expansivity of a liquid
* To state the effect of heat to the density of liquids.
* To explain the anomalous expansion of water.
* List the applications of expansion of liquid in everyday life.
 | .Ball and ring * Source of heart.
 | AF. ABBOTT Pg 159-Pg 165 M. Nelkon 8TH ed Pg 175 –Pg 187 |  |  |
| AUGUST | 26 | Thermal Expansion of gases  | 4 | * Guide students to discuss the concept of the thermal expansion of gases.
* Lead students to the statement of Charles’s law and Boyle’s law.
* Lead students to derive the general gas law *pv =* constant *r*
* Use the equation to solve problems.
 | * To explain the concept of thermal expansion of gases.
* To state Charles’s law.
* To derive the relation *pv* = constant *r* and solve the problems using the general gas law relation
 |  | Principal of Physics by M. Nelkon Pg 188-Pg 198.AF. ABBOT Pg 170-Pg 181 |  |  |

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| AUGUST | 27 | THERMAL ENERGY | **Absolute scale of temperature** | 4 | * Lead students by questions and answer technique to explain the concept of the absolute zero temperature and the absolute scale of temperature (Kelvin)
* Guide students to convert in degree centigrade to Kelvin.
* Lead students to convert in degree centigrade to Kelvin.
* Lead students to discuss the value of standard temperature and pressure.
* Guide students to explain the applications of expansion of gas in daily life

  | * To explain the concept of the absolute zero temperature and the absolute scale of temperature.
* To do calculations on converting degree Celsius to Kelvin.
* To discuss the values of standard temperature and pressure.
* To explain the application of expansion of gas in daily life.

  | -Graph paper-Model of a position engine | Principals of Physics by M. Nelkon 8th Ed. Pg 190-192 |  |  |
| SEPTEMBERH 22TH – FEB 22ND | 28/33 | **21ST – 25TH JULY – MIDTERM EXAMS & 26TH JULY – 1ST SEPTEMBER, LONG VACATION** |  |
|  | 34 | TRANSFER OF THERMAL ENERGY  | Conduction  | 2 | - Guide students to brainstorm the concept of heat transfer - Lead students to identify good and bad conductors of heat. - Help students to explain how heat losses due to conduction can be minimized.- Discuss with students the selective uses of good and bad conductors of heat in everyday life. | * To explain the concept of heat transfer.

 * To identify good and bad conductors of heat.
* To lest down the mans of minimizing heat lost in a conductor.
* To describe the uses of good and bad conductors of heat.
 | -Brass rods-Wood a bar-Foam insulation.-Thick carpet-Curtains.  | Principles of Physics by M. Nelkon Pg. 175-231.  |  |  |

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| **MON**SEPTEMBER | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
|  | 34 | TRANSFER OF THERMAL ENERGY  | Convection  | 2 | * Guide students to demonstrate convection currents in water using crystals of potassium permanganate.
* Lead students to discuss heat transfer in liquids and gases using the kinetic theory of mater.
* Guide students to minimize heat losses due to convection.
* Guide students to minimize heat losses due to convection.
* Guide students to discuss the mode of action of domestic hot water supply system.
 | * To follow the demonstration and describe their observation.
* To discuss the formation of sea and land breezes during day and night.
* To identify the methods of minimizing heat loss due to convection.
* To visit house with the hot water system.

  | -Smoke-Potassium permanganate -Water -Diagram of sea and land breezes  | -do- |  |  |
| SEPTEMBER H 22TH – FEB 22ND | 35 | Radiations  | 4 | - Guide students to brainstorm how heat from the sun reaches the earth’s surface - Lead students to discuss on how thermal radiation can be detected - Guide students to demonstrate that black surfaces are good absorbers and emitters of radiant heat.- Guide students to discuss the way heat loss by radiation can be minimized by using thermos flask.  | * Student to discuss on how heat from the sun reaches the earth’s surface.
* To detect thermal radiation using lens and concave reflector.
* To expose two objects of black surface and white surface and observe which is a good absorbers and good emitters of radiant heat.
* To discuss method of minimizing heat loss by using thermos flask.
 | -Thermometer-Concave reflector -Lens-Thermos flask  | -do-.  |  |  |
| **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
|  | 33/34 | 13th SEPT – 18th SEPT: MID-TERM TEST 18th SEPT – 26th SEPT: MID-TERM TEST |
| SEPTEMBER | 36 | MEASUREMENT OF THERMAL ENERGY  | Heart Capacity  | 4 | * Discuss with the students on the factors which determine heat quantity of a substance.
* Guide students to the definition of the heat capacity of s substance.
* Highlight the concept of specific heat capacity of a substance.
 | * The name the factors which determine heat quantity of a substance.
* To define capacity of a substance.
* To find the S.I. Unit of heart capacity.
* To do calculation on heat capacity and specific heat capacity of a substance
 | * Heat
* Thermometer
* Beaker
 | -do- |  |  |
| SEPTEMBER H 22TH – FEB 22ND | 37 |  | Change of State | 4 | * Lead students to demonstrate the behavior of particles in a solid, liquid and gases.
* Lead students to discuss the concept of melting/freezing points of a substance.
* Lead students to demonstrate the effect of the impurities of freezing point and boiling point of water.
 | * To explain the behavior of particles in a matter in terms of kinetic theory of gases.
* To perform an experiment to determine the melting point of naphthalene, plot and interpret a cooling curve of naphthalene.
* To find out the effect of impurities on the boiling and freezing point of substance.
 | -Naphthalene-thermometer-Test tube -Graph paper -ice -Salt-Water - Beaker  | -do- |  |  |

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| SEPTEMBER / OCTOBER | 37/39 |  | Change of state Effect of pressure on boiling point and freezing point  | 4 | * Lead students to demonstrate the effect of pressure on the boiling point and freezing point of water.
* Guide students to demonstrate the effect of phenomenon of regulation.
* Highlight the concept of boiling and evaporation in respect to the kinetic theory of matter
 | * To find the effect of pressure on boiling point and freezing point of liquids.
* To sit in group to discuss the concept of regulation.
* To sit in group to discuss the concept of boiling and evaporation in terms of kinetic theory of matter
 | -Conical flask-Rubber band-Thermometer -Water -Ice block -Weight -Thin wire -Beaker | -do- |  |  |
| 0CTOBER | 40 |  | Latent heat of fusion and vaporization  |  | * Guide students to discuss in groups the concept of the specific latent heat of fusion and vaporization of substance and its S.I. Units.
* Lead students to discuss the heating of water into vapour and plot the temperature time graph to deduce the latent heat of vaporization.
 | * To discuss the concept of the specific latent heat of fusion and vaporization.
* To find its S.I. Units.
* To plot the graph of temperature-time to deduce latent heat of vaporization.
* To use the cooling curve of naphthalene to deduce latent heat of fusion of a substance
 | -Beaker -Thermometer -Water  | -do- |  |  |

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| OCTOBER | 41 | VAPOURANDHUMIDITY | Refrigerator Vapour  | 2 | * Display a chart of a diagram of a refrigerator and lead students to discuss the parts of it.
* Describe the mechanism of the refrigeration.
* Lead students to discuss the concept of evaporation of liquids.
* Lead students to the factors affecting evaporation of liquid.
* Help students to distinguish between saturated and unsaturated vapours.
 | * To discuss the parts of a refrigerator.
* To listen
* Follow the discussion and take notes
* To explain the concept of evaporation
* Students to discuss the effect of temperature pressure, surface area of the liquid, nature of the liquid and atmospheric conditions on evaporation.
* To listen and take notes
 | -Chart of diagram of refrigerator -Refrigerator -Ether spirit -Conical flask | -do- |  |  |
| OCTOBER | 41 |  | Saturated vapour pressure (S.V.P)Humidity  | 2 | * Lead students to discuss the increase of S.V.P of a volatile liquid due to temperature rise.
* Guide students to discuss the concept of humidity.
* Lead students to explain the process of dew formation and the factors that influence the formation of dew.
 | * To explain the effect of temperature on S.V.P of a liquid.
* To take notes
* To discuss, in group, the concept of humidity.
* To demonstrate dew point in lab. And explain factors which influence the formation of dew.
 |   | -do- |  |  |
|  | 40 | 8th November -12th 2010 – REGIONAL EXAMINATION |
| **MON** | **WK** | **MAIN TOPIC** | **SUB TOPIC** | **No. PRD** | **TEACHERS ACTIVITIES** | **PUPILS ACTIVITIES**  | **TEACHING AIDS** | **REF. BOOKS** | **PROJECT TWORK**  | **REMARKS** |
| OCTOBER | 42 |  | Relative humidity  | 22 | * Lead students in determination of Relative Humidity of air using wet and dry bulb hydrometer.
* Guide students to discuss the effect of R.H. in everyday life.
 | * To find R.H. from the dew point using Reginault’s hygrometer.

 * To discuss the effects of R.H. in everyday life.
* To take notes.
 | * Wet and dry bulb hygrometer.
 | -do- |  |  |
| NOVEMBER | 43 | CURRENT ELECTRICITY  | Emf and P.D |  | * Guide students to discuss the concept of emf and p.d.

 * Lead students to state the units of emf and p.d.
* Guide students to measure the emf and p.d across a conductor
* Lead students to connect and analyse simple electric circuits
 | * To discuss the concept of emf and p.d.
* To take notes to state the unit of emf and p.d.
* To measure emf and p.d. across a conductor.
* To connect and analyse simple electric circuits
 |   | A.F ABBOTT 5th Ed. Pg. 404-409 |  |  |