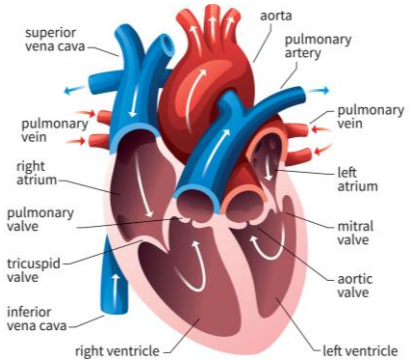
7TH WEEK ENDING: 20TH – 24TH JUNE, 2022 **NAME OF TEACHER: ISAAC DUKER**

SUBJECT: INT. SCIENCE **CLASS: JHS 2** **TERM: 2** **PROF DUKER: 0242830522**

REFERENCE: INTEGRATED SCIENCE SYLLABUS, AKI OLA SCIENCE for JHS, INTERNET (YOUTUBE)

DAY/ DURATION	TOPIC/ SUBTOPIC /ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATION AND REMARKS
	TOPIC CIRCULATORY SYSTEM	**OBJECTIVES** By the end of the lesson the pupil will be able to; **3.4.1** Explain the concept of the circulatory system **3.4.2** Outline the functions of the parts of the circulatory system. **RPK** Pupils know they have a heart.	**INTRODUCTION (10 mins)** Revise pupils RPK on previous lesson through question and answers **PRESENTATION ACTIVITIES (40 mins)** Brainstorm to bring out the meaning of the concept of circulatory system. Guide pupils identify the parts of the circulatory system and discuss their functions. Assist pupils to draw and label the longitudinal section of the heart. **CLOSURE (20 mins)** - Summarize the salient points. (5 mins) - let pupils copy core points into their notes. (5 mins) - Give exercise pupils for pupils to copy and complete. (10 mins) -Mark exercise and explain mistakes.	Board illustration. Video and Picture of the circulatory system.	The **circulatory system**, also called **cardiovascular** system, is a network consisting of blood, blood vessels, and the heart.  **Pulmonary veins** carry oxygenated blood towards the heart. **Pulmonary arteries** carry deoxygenated blood away from the heart. **Arteries**: These carry oxygenated blood from the heart to the rest of the body **APPLICATION** Pupils that the heart is a pumping machine and pumps blood throughout the body.	**EXERCISE** 1. Name three components of the circulatory system. 2. State the functions of the following? i. Pulmonary veins **ii.** Arteries **REMARKS**

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	TOPIC CIRCULATORY SYSTEM	**OBJECTIVES** By the end of the lesson the pupil will be able to; **3.4.3** Describe the composition and functions of blood. **3.4.4** Explain how high and low blood pressure develops in the circulatory system. **RPK** Pupils know they have a heart.	**INTRODUCTION (10 mins)** Revise pupils RPK on previous lesson through questions and answers. **PRESENTATION ACTIVITIES (40 mins)** Discuss the composition the blood of human blood and their functions. Discuss the causes of blood pressure. Describe ways of managing blood pressure. **CLOSURE (20 mins)** - Summarize the salient points. (5 mins) - let pupils copy core points into their notes. (5 mins) - Give exercise pupils for pupils to copy and complete. (10 mins) -Mark exercise and explain mistakes.	Board illustration.	**Blood** is a fluid that moves through the vessels of a circulatory system. In humans, it includes plasma (the liquid portion), blood cells (which come in both red and white varieties), and cell fragments called platelets. **Plasma** is the main component of blood and consists mostly of water, with proteins, ions, nutrients, and wastes mixed in. **Red blood** cells are responsible for carrying oxygen and carbon dioxide. Platelets are responsible for blood clotting. **White blood** cells are part of the immune system and function in immune response. **<u>High blood pressure</u>** **Causes** Irregular exercise Too much intake of salt Too much intake of fatty food. **Prevention** Regular exercise Reduce intake of salt Reduce intake of fatty food. **APPLICATION** Pupils that the heart is a pumping machine and pumps blood throughout the body.	**EXERCISE** 1. Name three components of the blood. **REMARKS**

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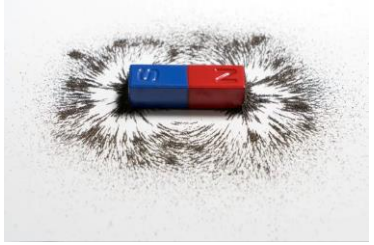
DAY/ DURATION	TOPIC/ SUBTOPIC /ASPECT	OBJECTIVES/RPK	TEACHER LEARNER ACTIVITIES	TEACHER LEARNING MAT.	CORE POINTS	EVALUATTION AND REMARKS
	TOPIC MAGNETISM **ASPECT** **PHYSICS**	**OBJECTIVES** By the end of the lesson the pupil will be able to; **5.1.1** Describe the properties of magnets. **5.1.2** Explain the term magnetic field. **5.1.3** Demonstrate the magnetic field around a bar magnet. **RPK** Pupils have played with a magnet before	**INTRODUCTION (10 mins)** Ask pupils what a magnet is. Ask pupils what it is often used for. **PRESENTATION ACTIVITIES (40 mins)** - Guide to discuss the properties of magnets. - Assist pupils to brainstorm for a definition of magnetic field and its properties. -Assist pupils to demonstrate a magnetic field. **CLOSURE (20 mins)** - Summarize the salient points. (5 mins) - let pupils copy core points into their notes. (5 mins) - Give exercise pupils for pupils to copy and complete. (10 mins) -Mark exercise and explain mistakes. **APPLICATION** Pupils will know polarity of magnets.	Board illustration. Video and Picture of magnets and magnetic fields.	**MAGNETISM** Is the study of magnets and their effects. It is the force of attraction or repulsion that acts on a magnet. A **magnet** is a solid minerals substance that has the property of attracting magnetic materials such as iron. **Properties of Magnets** - All magnets have two poles: the North Pole and the South Pole. - A freely suspended magnet always points in North-South direction. - The magnetic force of a magnet is stronger at its poles than in the middle. A region of space near a magnet, in which a magnetic force acts is known as **magnetic field**. 	**EXERCISE** 1. State one property of magnets. 2. What is magnetic field? **REMARKS**

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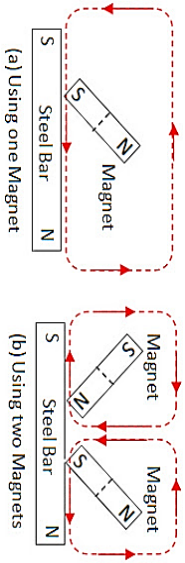
	TOPIC MAGNETISM	**OBJECTIVES** By the end of the lesson the pupil will be able to; **5.1.4** Demonstrate methods of making magnets. **5.1.5** Outline the uses of magnets. **RPK** Pupils have played with a magnet before	**INTRODUCTION (10 mins)** Revise pupils RPK on previous lesson. **PRESENTATION ACTIVITIES (40 mins)** - Guide pupils to understand the Methods of making magnets; Induction, Stroking and Use of electricity. - Assist pupils to discuss the uses of magnets **CLOSURE (20 mins)** - Summarize the salient points. (5 mins) - let pupils copy core points into their notes. (5 mins) - Give exercise pupils for pupils to copy and complete. (10 mins) -Mark exercise and explain mistakes.	Chalkboard illustration. Video and Picture of different methods of making a magnet. 	**Induction** This **method** involves simply placing the magnetic material (soft iron) close to a strong magnet without touching. **Electromagnet** Making magnet by passing electricity through a core. **Stroking** By passing a magnet several times over a magnetic material to make it a magnet. **Uses of Magnet** Magnets are used for constructing magnetic needles and mariner's compass. Permanent magnets find applications in generators, electric accelerators, and electric motors **APPLICATION** Pupils can make their own magnets.	**EXERCISE** State one use of a magnet **REMARKS**