ASCOT HIGH SCHOOL

DEPARTMENT OF SCIENCE

INTEGRATED SCIENCE

GRADE 7

TERM 1: SEPTEMBER-DECEMBER 2025

National Goal:
Jamaicans are empowered are to achieve their fullest potential.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	Assessments
Orientation Activities & Diagnostic Test- September 1-12					
Working like a scientist 1.1	**2 Weeks Sept 15-26th**	**1.Safety signs and symbols** **2.Safety precautions in exploring the environment**	Students will: 1.Relate the functions of safety signs and symbols in their environment. 2. Identify specific situations in the home, classroom and science laboratory which may be potentially dangerous. 3.Describe ways in which potentially dangerous situations may be corrected. 4. Formulate safety rules for selected working environments. 5. Apply safety rules to selected working environments 6. Predict the consequences that may result from not following safety rules. 7. Work cooperatively in groups.	1. Students brainstorm signs and symbols they come across in their daily lives and discuss importance of these signs and symbols. 2. In groups, observe pictures/videos of work areas in different settings and identify at least five possible dangers and state corrective measures. 3. In groups develop five safety rules for the home, community and classroom environment to reduce potentially dangerous situations. 3. Examine a given scenario and predict the consequences of not following safety rules.	✓ Comic strips depicting the functions of five signs and symbols. ✓ At least five (5) logical dangers and five (5) valid safety practices identified. ✓ Possible outcomes/benefits relate to potentially dangerous situations/safe practices. ✓ Create a chart highlighting five safety rules in the home, school and community and the consequences of not following these rules.

Working like a scientist 1.2	**3 Weeks Sept.29-Oct.10th**	**Scientific Methods**	Students will: 1. Explain how science and technology are related. 2. Describe the work of a named Jamaican and an international scientist/innovator. 3. Explain the stages in the scientific method 4. Apply the scientific method to formulate explanations about observed occurrences 5. Write a report of a laboratory investigation. 6. Explain the stages in the engineering design process 7. Apply the engineering design process to solve everyday problems 8. Write a report of an engineering design project. 9. Identify careers related to science. 10. Show respect for another person's idea.	✓ In groups students will: - Brainstorm definitions of the term 'science' - Describe ways in which science is used to improve the quality of life. - Think, pair and share definitions of technology. - Describe at least ten technology ✓ Examine case study/video of a scientist at work ✓ Research and present on the work of an assigned eminent Jamaican and international scientists ✓ Students will use scenarios to: - Identify the basic steps of the scientific method and engineering design process - Correctly identify science process skills - Identify with justification a fair test	✓ At least two correct examples of science given for each category: home, school, community and industry ✓ Appropriate descriptions of how science has improved the quality of life. At least ten technologies, found in Jamaica, described. ✓ Correct information presented on Jamaican scientists and their work ✓ Create displays on the basic steps of the scientific method and engineering design process ✓ Report correctly reflects the scientific method. Report is done in the correct format.

				- Carry out and write a report on a laboratory experiment	
NATIONAL HEROES DAY & MID TERM BREAK-OCTOBER 16-20 ***SESSIONAL TEST ONE -20%***					
Working like a scientist 1.3	**4 Weeks** **Nov 3rd- 28th**	**Basic Quantities and Laboratory Apparatus**	Students will: 1. List the fundamental quantities and their base SI units 2. Identify and correctly use instruments to measure the fundamental quantities 3. Show safety consciousness for self and others when doing practical activities	✓ In groups students will: - Identify some physical quantities that are measured in the home, school and community, and their associated units. present findings in tabular form - Discuss and give two importance of units of measurements - Create a list of ten units of measurements used in the SI/ metric system Use selected apparatus to measure the relevant quantities provided	✓ Table contains correctly identified quantities. Correct units given for quantities. ✓ Table meets appropriate criteria: neatly drawn, title, headings etc. ✓ Two logical importance given for units ✓ Correct metric units listed ✓ Instruments correctly used ✓ Measurements correctly stated with units. ✓ Draw and label selected apparatus ✓ Complete worksheet
SESSIONAL TEST 2 (PRACTICAL) 20%					
END OF YEAR EXAMINATION: DECEMBER 8-16					