

**PHYSICS**  
**SS I**  
**FIRST TERM**

**THEME 1: INTERACTION OF MATTER, SPACE AND TIME**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	STUDENTS		
Fundamentals and derived quantities and units	Students should be able to: (1) define fundamental and derived quantities. (2) distinguish between fundamental and derived quantities. (3) distinguish between fundamental and derived units.	(1) Fundamental quantities mass, length, time, current, temperature, energy etc. (2) Fundamental units: Kg, M, S, K, A etc. (3) Derived quantities: force, speed, volume, area etc. (4) Derived units: $M^2$ , $M^3$ , $M^0$ etc.	(1) Leads discussion on standard units of measurement. (2) Displays these measuring instruments. (3) Demonstrates the measurement of the fundamental quantities.	(1) Give examples of derived quantities and units. (2) Should identify these measuring instruments. (3) Should measure length, mass of objects in their environment.	(1) Metre rule (2) Tape (3) Spring balance (4) Chemical balance. (5) Vernier calipers.	Students to: (1) distinguish fundamental quantities from derived quantities. (2) identify and use the measuring instrument.
Position distance and displacement	Students should be able to: distinguish between distance and displacement in a translational motion.	(1) Concept of position, distance and time. (2) Concept of displacement. (3) Measurement of distance and displacement. (4) Distinction between distance and displacement.	Demonstrates how to use a size metre string to measure length of the field, classroom block, students table and chair.	Use the metre rule to measure the length and breadth of the classroom etc.	(1) Metre rule (2) Tape (3) A pair of compasses string and protractor.	Students to: (1) use different measuring instruments to measure. (2) identify a motion as uniform or at rest relative to refer point.
Time	Students should be able to: (1) define time. (2) list various instrument for measuring time. (3) construct a clock for measuring time interval for simple system that has a repetitive motion.	(1) Concept of time. (2) Ways of measuring time. (3) Units of time and conversion.	(1) Leads discussion in the use of repetitive events to define day and night, season and festivals. (2) Displays some measuring instruments.	(1) Practice the use of: -Heart beat -Sand clock -Pendulum -Stop clock/watch (2) Discuss the use of repetitive events to define day and night, seasons and festival.	(1) Sand-clock (2) Funnel-sand, beaker and retort stand, water clock, burette, water pendulum bob, string stop clock/watch ticker-tape.	Students to: (1) Use different types of measuring instruments to measure time correctly. (2) To solve numerical problems on time: how many sec in a day, weeks, years etc.

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**Directory, revised to March 1861(-June 1885), with regulations for establishing and conducting science schools & classes** Science and art department, 1879    *The Chemical News*, 1898    **Report on Agricultural Education in North Germany, France, Denmark, Belgium, Holland, and the United Kingdom** H. M. Jenkins, 1884    **Chemical News and Journal of Physical Science**, 1890

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