

**THE PRESIDENT'S OFFICE-
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

SCHEME OF WORK

SCHOOL'S NAME:

TEACHER'S NAME:

SUBJECT: BIOLOGY

CLASS: FORM IV

TERM: 1 & 2

YEAR: 2025

SUBJECT TEACHER'S SIGN: _____

H/M SIGN: _____

MAIN COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB TOPIC	P E R I O D	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCE	ASSESSMENT	REMARKS
To perform practical activities in Growth, Processes, Genetics and evolution	To develop Practical Skills in studying growth process, genetics and evolution	J A N U A R Y	3	GROWTH	concept of growth	2	To lead students discussion on meaning and importance of growth	To discuss the meaning and importance of growth	Chart showing organism growth	SCSU & MoEVT (2012), Biology for secondary schools form 4, Uhuru media, Zanzibar	Can a student explain the meaning of growth?	
					mitosis and growth	1	To guide students in groups to discuss the concept of mitosis.	To discuss the concept of mitosis	Chart showing stage of mitosis		Is a student able to explain the concept of mitosis?	
						1	To lead students discussion on significances of mitosis in growth	To discuss the significances of mitosis in growth	Chart of mitosis stages		Can a student outline importance of mitosis in growth?	
			4		growth and developmental stages in human	2	Guiding students to explain the concept of growth and developmental stage	students to explain the concept of growth and developmental stage	Chart on Growth development stage			Is a student able to explain growth developmental st?
				1		To guide students to explain the stages of human postnatal growth, the physiological and psychological and behaviour change	students to explain the stages of human postnatal growth, the physiological and psychological and behaviour change	Chart on Stage of human growth		Can student explain the human growth stage?		
				1		To guide students to outline factors which affect the rate of physical deterioration of human body and services required to meet the need of an individual at each stage.	students to outline factors which affect the rate of physical deterioration of human body and services required to meet the need of an individual at each stage.					
		F E B R U A R Y	1		growth in flowering plants	2	To lead students on discussion on meaning of localized growth in plants	To discuss the meaning of localized growth in plants.	Germinating seed		Is a student able to explain seed germination?	
								To guide students discussion on changes that occurs during seed germination	To discuss the changes that occurs during seed germination	Extract on change occurs during seed germ		Can student outline changes during seed germination
			1			2	To lead class discussion on necessary conditions for seed to germinate	To outline the conditions necessary for seed to germinate	Seed, Water Cotton wool Petri dishes Indian ink Textual material		Is a student able to outline conditions necessary for germination?	

MAIN COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB TOPIC	PERIOD	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCE	ASSESSMENT	REMARKS
TO PERFORM PRACTICAL ACTIVITIES IN GROWTH PROCESS, GENETICS AND EVOLUTION	TO DEVELOPO PRACTICAL SKILLS IN STUDING GROWHT PROCESS, GENETICS AND EVOLUTION	FEBRUARY	2	GENETICS	concept of genetics	2	To guide students discussion on meaning of genetics, variation and resemblance among the members of the same family	To discuss the meaning of genetics, variation and resemblance	Photographs showing member of the same family	SCSU & MoEVT (2012), Biology for secondary schools form 4, Uhuru media, Zanzibar	Is a student able to explain the concept of genetics?	
							To display the common terms that one used in genetic	To discuss the meaning of each term	Charts of common terms		can student state the common terms?	
							To clarify on meaning of genetic materials	To discuss the structure and composition of RNA and DNA	Chart showing genetic material		Is a student able to explain concept of genetic material	
			2		genetic materials	2	To lead students discussion on structure and composition of DNA and RNA	To discuss the structure and composition of RNA and DNA	Diagram of DNA molecule		Can student describe the structure of DNA?	
					principles of inheritance	2	To guide students on concepts of inheritance	To discuss the observable features of members of the same family	Photos of the members of the same family		Is a student able to explain the concept of inheritance?	
			3 & 4		mendelian inheritance	6	To lead student's discussion on characteristics features used to investigate Mendel 1 st law.	To discuss the features used in formulation of 1 st law of mendel.	Mature bean or pea plant		Is a student able to state 1 st Mendel's law?	
							To lead students discussion on monohybrid crosses and ratios	To discuss monohybrid and monohybrid ratios	Photos of bean pods		Can student illustrate monohybrid ratios?	
		MARCH	1		non-medelian inheritance	4	To lead students on meaning of incomplete and co-dominance dominance	To discuss meaning of un complete and co-dominance	Chart /pictures showing members of the same family		Is a student able to explain incomplete and co-dominance?	
							To lead students discussion on patterns of inheritance that deviate from mendelian principle	To discuss the patterns of inheritance that deviate from mendelian first law of inheritance	Charts, pictures, photographs		Can student explain the pattern that deviate from mendelian?	
			2	GENETICS	variation among organism	4	To guide students discussion term variation among the organisms	To discuss the meaning variation among the organism	Photographs of members of the same family		Can a student explain the concept of variation?	

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							To lead students discussion to identify variation among organisms	To identify variation among organisms	Text on variation among organisms	SCSU & MoEVT (2012), Biology for secondary schools form 4, Uhuru media, Zanzibar	Can a student explain the concept of variation?	
		M A R C H	3		genetic disorders	4	To guide students on discussing the meaning of genetic disorders.	To discuss the meaning of genetic disorders	Picture showing people with different disorders			
							To lead students discussion on causes and effects of genetic disorders	To discuss the causes and effects of genetic disorders	Picture showing people with different disorders		Can student give the meaning of genetic disorders?	
					application of genetics	4	To guide students discussion on application of genetics on livestock and crop production	To outline genetics application in livestock and crop production	Picture showing crops and livestock hybrids		Can a student outline the application of GENETICS?	
MIDTERM TEST 4 TH OF MARCH TO 2 ND WEEK OF APRIL												
MIDTERM BREAK 11 TH - 22 ND APRIL 2025												
TO GROUP ORGANISMS ACCORDING TO THEIR SIMILARITIES AND DIFFERENCES	TO CLASSIFY ORGANISMS IN THEIR RESPECTIVE KINGDOMS PHYLUM AND CLASS	A P R I L	2	CLASSIFICATION OF LIVING THINGS	kingdom animalia	2	To lead students discussion on general and distinctive features of kingdom animalia.	To outline the general and distinctive features of kingdom animalia	Pictures and charges of organisms in K. Animalia		Can student explain general and distinctive feature of kingdom animalia?	
			3		Phylum platyhelminthes	4	-To guide students on outlining general and distinctive features -To lead student in describing structure of tape worms	-To discuss and hence outline general and distinctive features. - To describe the structure of tape worms	Preserved specimens -v		Is a student giving general distinctive f. of plathyhelm in this? - Can student able to describe structure of tape worms?	
			4		Phylum aschelminthes (nematoda)	4	To lead students discussion on general and distinctive features of round worms	To discuss the general and distinctive features of round worms	Photographs of round worms		Is a student able to describe distinctive features?	
							To guide students to mention advantage and disadvantages of nematode	To give the advantages and disadvantages on Nematoda	Chart of phylum aschelminthes		Can a student able to outline advantage and disadvantage of round worm?	

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		M A Y	1		Phylum arthropoda	2	To guide student discussion on general and distinctive feature of phylum Arthropoda	To discuss the general and distinctive features of phylum Arthropoda	Orgaisms under phylum Arthropoda	SCSU & MoEVT (2012), Biology for secondary schools form 4, Uhuru media, Zanzibar	Can student give general and disinctive feature of arthropoda?	
		M A Y	1			2	To guide students on structure and characteristic of each class of phylum arthropoda	To discuss the structure and x'tics of each class of phylum arthropoda	Variety of organisms under arthropoda phylum		Can student describe structure and x'tics of each classin phylum arthropoda	
			2		Phylum chordata	4	To guide students on structure and characteristic of each class of phylum chordata	To discuss the structure and x'tics of each class of phylum arthropoda	Variety of organisms under arthropoda phylum		Can student describe structure and x'tics of each classin phylum arthropoda.	
TO PERFORM PRACTICAL ACTIVITIES IN GROWTH PROCESS AND EVOLUTION	TO DEVELOP PRACTICAL SKILLS IN STUDING GROWTH PROCES AND EVOLUTION		3	EVOLUTION	Concept of organic evolution.	4	To lead students through questions and answers to give the meaning of organic evolution	To discuss the meaning of organic evolution.	Text extracts on organic evolution		Is a student able to explain the concept of organic Evolution?	
					Theories of origin of life	4	To prepare text on the basic ideas about origin of life.	To discuss the ideas of the origin of life	Different sources about origin of life.		Can student outline ideas about origin of life?	
							To guide students on statements concerning origin of life	To state the theories of origin of life	Text explaining the origin of life.		Can the student state the theories of the origin of life?	
					lamarckism	4	To lead students discussion on major ideas of Lamack.	To summarize the major ideas of Lamack's theory	Ideas of lameck theory		Is a student able to state Lamarck's evolution	
							To guide students discussions. Merits & demands of Lamack theory of evolution	To discuss merits and demerits of Lamack theory of evolution	Chart on the merit and demerits of lamackism		Merit & demerits of Lamark's evolution?	
TERMINAL EXAMINATIONS 4TH WEEK OF MAY TO 1ST WEEK OF JUNE												
TERMINAL LEAVE 06TH JUNE– 08TH JULY 2025												
		J U L Y	2		Darwinism	4	To lead students discussion on major ideas of Darwin's theory of life evolution	To discuss the major ideas of Darwin's theory of evolution	Darwinism theory of evolution cards		Can student state darwins theory of evolution?	

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							To organize a study tour historical site which shows the evidence of organic evolution	To discuss and record the major finding	Photographs / pictures of fossils in the rocks	SCSU & MoEVT (2012), Biology for secondary schools form 4, Uhuru media, Zanzibar	Can a student state the application of organic evolution in real life situation?	
		AUG	1		Evidence of organic evolution	4	Through questions and answers to guide students to list the sources of evidence of organic evolution	Students to discuss and summarize the major points				
TO DEMONSTRATE POSITIVE ATITUDES TOWARDS PERSONAL, COMMUNITY AND SOCIAL VALUES AS WELL AS RESOLVING HEALTH RELATED PROBLEMS	TO APPLY POSTIVE ATTITUDE TOWARDS COMMUNITY AND SOCIAL VALUES AS WELL AS HEALTH RELATED PROBLEMS	AUGUST	2	HUMAN IMMUNODEFICIENCY VIRUS (HIV) AQUIRED IMMUNE DEFICIENTY SYNDROME (AIDS) AND SEXUALY TRANSMITTED INFECTION (STis)	relationship between HIV, AIDS and STI's	4	To lead students on distinguishing between HIV, AIDS and STIs.	To distinguish between HIV, AIDS and STIs	Charts on AIDS in Africa		Is a student able to distinguish between HIV, AIDS and STIs?	
							To guide students discussion of HIV and AIDS relationship	To discuss the relationship between HIV and AIDS	Reports on HIV/AIDS & STDs		Is a student able to relate HIV & AIDS?	
		AUGUST	3		management of hiv, aids and stis	4	To guide student the ways of managing and controlling HIV, AIDS and STIs	To discuss and present their work	Extracts on HIV – AIDS & STIs		Can a student able to outline ways of controlling HIV – AIDS?	
							To prepare extract from magazine on the management of HIV-AIDS & STIs	To discuss life skills needed for management of HIV – AIDS and STIs.	Life skill manual		Is a student able to mention the appropriate life skills needed for PLWHA	
		AUGUST	4		counseling and volutany testing (cvt)	4	To lead students discussion on meaning and importance of (CVT)	To discuss the meaning and importance of (CVT)	CVT manual		Is a student able to explain the meaning of (CVT)	
							To lead students o their discussion on produces of (CVT)	To discuss the procedure of CVT	Extracts on procedures and technics of CVT		Is a student able to explain procedures and techniques of CVT?	
			REVISION AND PREPARATION FOR FORM IV NECTA EXAM									
		FORM FOUR NATIONAL EXAMINATION										