Name of teacher:	Name of School:
Year:	TERM <u>: 1 to 4</u>
Class/Stream: FORM ONE	Subject: BIOLOGY

	GENERAL	М	٧	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Name of teacher:
Year:
Class/Stream: FORM ONE

Name of School:

TERM: 1 to 4

Demonstr	Development	-	3		Basic	6		Discussing basic		Biology	Students should
ate	appropriate	A		INTRODU	concep	١	Organizing students in	biological	Variety of	for	be able to
	1 ''' '		_		· ·		•				
appropriat	use of	N 	4	CTION	ts and		group to discuss the	concepts and	living	Second	explain the
e use of	biological	U		TO	termin		basic biological	terminologies,	things and	ary	meaning of the
biological	knowledge,	Α		BIOLOGY	ologies		concepts and	discussing the	non living	School	basic biological
knowledg	concepts,	R			of		terminologies, organize	characteristics of	things/cha	s Form	concepts and
e,	principles and	Υ			biology		students in group to	living things, and	rts/diagra	1 & 2	terminologies,
concepts,	skills in						discuss the	studying	ms/showin		outline the
principles	everyday life						characteristics of living	biological,	g the		characteristics
and skills	promote						things, importance of	discussing the	characteris		of the living
on	ability to						life, living things and	relationships	tic of living		things , explain
everyday	communicate						studying biology,	between biology	things/		the importance
life.	using						guiding students in	and other fields.	magazines		of studying
	biological						group to discuss the		/journals		biology.
	terms and						relationship between		on		
	vocabularies.						biology and other		biological		
							science fields such as		science		
							agriculture, medicine,		and		
							pharmacy, nutrition,		related		
							l •		fields.		
							forestry.		neius.		

Name of te	eacher:								Na	me of School:	
Year:								TERM <u>: 1 to 4</u>			
Class/Strea	am: FORM ONE								Sub	ject: <u>BIOLOGY</u>	
	GENERAL	М	۷	MAIN TOPIC	SUB-TO	Р					
COMPETENCE	OBJECTIVES	0	E		PIC	Ε	LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Name of teacher:
Year:
Class/Stream: FORM ONE

Name of School:

TERM: 1 to 4

Classystic	ann. FORIVI OINE										nject. <u>Biologi</u>	
Demonstra	Develop	F	2	INTRODU	Scientif	9	Assigning activities to	Carrying out	Variety of	Biology	Students should	
te	appropriate	Ε	-	CTION	ic		students that will lead	activities and use	living things	for	be able to carry	
appropriat	use of	В	3	TO	process		them using various	their sense organs	and non	Second	out the	
e use of	biological	R		BIOLOGY	in		sense organs to	to make correct	living things	ary	assigned	
biological	knowledge,				biology		observe different	observation of	materials	Schools	activities that	
knowledge,	concepts,	U			the		condition in the	different	eg. Hot	From	observed by	
concepts,	principles, and	Α			biology		surroundings, leading	conditions in the	water, ice,	1 & 2	individual;	
principles an skills on	skills in	R			laborat		the students in pairs to	surroundings,	colourful		participation of	
everyday	everyday life, promote ability	Υ			ory.		take measurements,	taking	pictures, tapes,		themselves,	
life.	to				J. 7.		record their findings	measurements of	thermomet		answer the	
	communicate						and present for class	different	ers,		questions by	
	using biological						discussion. Guide	substances record	weighing,		using	
	terms and						students carry out	their findings are	scales,		measurements	
	vocabularies.						1		various		which is taken	
							simple biological	present. Using	objects			
							experiments such as	guidelines to carry	such as		by themselves,	
							observing specimen	out simple	boxes,		describe.	
							using handlens	biological	specimen			
							investigating habits of	experiments'	apparatus			
							different organisms,	records, analyse,	organisms,			
							leading students to	accurately present	soil, a			
							describe the biology	their findings,	variety of			
							laboratory and	describing the	biology			
							laboratory rules.	biology laboratory	laboratory			
								and discuss	tools list of			
								laboratory rules.	biology			
								_	laboratory.			

Name	of	tea	cher

Name of School:

TERM: 1 to 4

Year: _____ Class/Stream: **FORM ONE** Subject: **BIOLOGY**

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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				CA 5577/111	FIRST			D: .	5 I II	D: 1	6. 1 . 1 . 1	
Demonstr	Develop	F		SAFETY IN	FIRST	6	Leading class	Discussing	Publication	Biology	Students should	
ate	appropriate	Ε		OUR	AID		discussion on the	meaning and	of first aid	for	be able to	
appropriat	use of	В		ENVIRON			meaning and	importance of first	/first aid	Second	explain,	
e use of	biological	R		MENT.			importance of first aid	aid at home and	kit/charts	ary	meaning and	
biological	knowledge,	U					to home and at school,	school, observing	on	School	importance of	
knowledg	concepts,	Α					competent of first aid	and identifying	componen	s form	first aid, to	
e	principles and	R	4				kit and their uses.	components of	ts /of first	1 & 2	draw and label	
concepts,	skills in	Υ						first aid kit,	aid kit and		components of	
principles	everyday life,						Guiding students to	brainstorm on	their uses.		first aid kit to	
and skills	promote						explain how to give	ways of giving first			participate in	
on every	ability to						first aid to various	aid to various			practicing	
day life.	communicate						victims, risk and safety	victims, carrying			proper	
	using						precaution.	out a guided			procedures of	
	biological							practice of giving			giving first aid.	
	terms and							first aid to various				
	vocabularies.							victims.				

Name of te	eacher:									Na	me of School:	••••
Year:										TER	RM <u>: 1 to 4</u>	
Class/Strea	am: FORM ONE									Sub	ject: BIOLOGY	
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	GENERAL	М	V	MAIN TOPIC	SUB-TO	р						
COMPETENCE	OBJECTIVES			PIAIN TOT TO	PIC	E .		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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		N	Е			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Name of teacher:
Year:
Class/Stream: FORM ONE

Name of School:

TERM<u>: 1 to 4</u>

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Demonstr	Develop	Α		Safety in	Safety	9	Leading a class	Giving example of	Variety of	Biology	students should
ate	appropriate	Р		our	at		discussion on the	common	things that	for	be able to
appropriat	use of	R	3	environm	home		meaning and	accidents at home	can cause	second	explain
e use of	biological	- 1		ent.	and		importance of first aid	and school, giving	accidents	ary	meaning and
biological	knowledge,	L			school		at home and at school,	out their views on	at home	school	importance of
knowledg	concepts,	&			waste		component of first aid	ways of	and	s forms	first aid at
е,	principles and	М			disposa		kit and their uses	preventing	school,	1 & 2	home and
concepts,	skills in	Α	&		l.		organizing a	accidents at home	knife/keros		school, to
principles,	everyday life,	R					brainstorming session	and school brain	ene/fire/m		explain
and skills	promote	С					on meaning of waste	storming on	edicine/		meaning of
on	ability to	Н					and waste disposal,	meaning of waste	sample of		waste and
everyday	communicate						assigning group work	and waste	waste/		waste disposal
life.	biological and		4				to students of	disposal	pictures/		to classify waste
	vocabularies.						classifying waste	classifying waste	photograp		according to
							produced at home,	according to their	hs of		their
							school and industry	physical state,	dumped		
			&				according to living and	discussing on	waste/		
							non living components,	group basic	dustbin/		
							leading a class	principles of	sewage		
							discussion basic	waste disposal	system/		
			1				principles of waste	classifying waste			
							disposal and classifying	into recycled and			
							waste into recycled	non recycled.			
							and non recycled.				

Name of te	eacher:									Na	me of School:	
Year:		TER	TERM: 1 to 4									
Class/Strea	am: FORM ONE									Sub	ject: <u>BIOLOGY</u>	
	GENERAL	М	٧	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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Name of teacher:
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Class/Stream: FORM ONE

Name of School:

TERM: 1 to 4

Domonstra	Davidon	Ν.4	2	Cafaty in	The	4	Looding a class on the	Discussing the	Charteon	Diology	Students should
Demonstra	Develop 	M		Safety in	The .	1	~	ı	Charts on	Biology	Students should
te	appropriate	Α		our	concept	2		definition of health	health and	for	be able to discuss
appropriat	use of	Υ		environme	of		immunity types of body	an immunity	body	second	on the definition
e use of	biological	&		nt.	health		immunity (natural and	discussing types of	immunity	ary	of health and
biological	knowledge,	Α			and		artificial) and their	immunity and their	samples of	school	body immunity,
knowledge,	concepts,	Р	&		immunit		importance organizing	importance giving	vaccines/	forms 1	to brainstorm
concepts,	principles and	R			У		brain storming session on	out their views on	picture	& 2	session on factors
principles	skills in	- 1			persona		factors which affect body	factors which affect	showing		that affect body
and skills	everyday life,	L			1		immunity, organizing	body immunity	people with		immunity, to
on	promote ability				hygiene		students in groups to	discussing in groups	characteristi		explain the
everyday	to		3		and		discuss the meaning of	the meaning of	cs of good		meaning of
life.	communicate				good		personal hygiene and	personal hygiene	manners/		personal hygiene
	using biological				manner		good manners, leading a	and good manners,	posters, film		and good
	terms and				s.		class on the principles of	outlining principles	and pictures		manners, to
	vocabularies.		&				personal hygiene and	of personal hygiene	showing		explain the
							good manners.	and good manners	effects on		
								discussing in groups	drug users		
			4					proper ways of	samples of		
								maintaining	good types		
								personal hygiene	of		
			&					during poverty,	cosmetics		
								characteristics	and		
								features of	soap/film/e		
								importance of good	ducation		
			1					manners.	slides.		

Name of to	eacher:								Na	me of School:	
Year:		TER	RM <u>: 1 to 4</u>								
Class/Strea	am: FORM ONE								Sub	ject: <u>BIOLOGY</u>	
	GENERAL	М	٧	MAIN TOPIC	SUB-TO	Р					
COMPETENCE	OR IFCTIVES	ln	۱,		PIC	F	LEARNING ACTIVITIES	T/I	DEEED	ASSESSMENT	DEMARKS

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Class/Stream: FORM ONE

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TERM<u>: **1 to 4**</u>

Subject: **BIOLOGY**

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Demonstr	Develop	M			Infectio		Leading plenary	Discussing in	Charts and	Biology	Students should
ate	appropriate	Α			ns an		discussion on the	groups the	pictures of	for	be able to
appropriat	use of	Υ	2		disease		meaning of infection	meaning of	people	Second	explain the
e use of	biological knowledge,				s.		and diseases and their	infection and	suffering	ary	meaning of
biological	concepts,						differences, organizing	diseases, giving	from	Schools Forms 1	infection and
knowledg	principles and					6	a brainstorms session	out their views on	common	& 2,	diseases and
e,	skills in			-//-			on common infections	common	infections	ministr	their
concepts,	everyday life,						and diseases such as	infections and	and	У	differences, to
principles	promote						epidemic, endemic,	diseases,	diseases,	of	brainstorm
and skills	ability to						pandemic organizing	discussing in	showing	educate	session on
every day.	communicate using						students group to	groups the causes,	people	d	common
	biological		3				discuss the causes,	symptoms, and	with	and	diseases such as
	terms and						symptoms, effects,	effects of	common	vocatio	pandemic,
	vocabularies.						common infections and	common	infections/	nal 	epidemic, and
							diseases, leading class	infections and	posters,	training	endemic, to
							discussion appropriate	diseases, using	film and	biology for	explain the
							preventive and control	guide lines carry	pictures/	second	causes.
							measures for common	out a survey on	Charts	ary	
							infections and	the common	/journals	schools	
							diseases.	diseases in the	articles on	Form 1	
			4					community.	common	& 2	
									diseases.		
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TERMINAL EXAMINATION AND LONG VACATION.

Name of to	eacher:	Nai	Name of School:								
Year:		TER	M <u>: 1 to 4</u>								
Class/Strea	am: FORM ONE								Sub	ject: BIOLOGY	
	GENERAL	М	V	MAIN TOPIC	SUB-TO	Р					
COMPETENCE	OBJECTIVES	0	Е		PIC	E	LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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Name	of teach	ner:
Year: _		_

Class/Stream: FORM ONE

Name of School:

TERM: 1 to 4

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Demonstr	Develop	Α	3		Human	1	Guiding students to	Discuss on the	Charts/	Biology	Students should	
ate	appropriate	U			Immun	2	discuss the meaning of	meaning of	magazines	for	be able to	
appropriat	use of	G			е		HIV/AIDS, STIs and STDs	HIV/AIDS and STIs,	/journalart	Second	explain the	
e use of	biological	U	&		Deficie		leading a class discussion	STDs, discussion on	icleson	ary	HIV/AIDS and	
biological	knowledge,	S			ncy		on causes, symptoms,	causes, symptoms,	STIs and	School	STIs, STDs, their	
knowledg	concepts,	Т	4		Virus		mode of transmission on	mode of	HIV/AIDS/b	s form	causes	
e,	principles and skills in	&		11	(HIV)		effect, preventive and	transmission and	rochure/	1-2	symptoms,	
	everyday life,	ı		-//-	-		control measurement,	control measures,	charts/	1 2	mode of	
concepts,	promote	J	0		Acquire		guiding students to	outlining preventive	·			
principles	ability to	U	&		d		outline preventive and	and control	charts		transmission to	
and skills	communicate	L			Immun		control measurement of	measures of	/pictures		discuss ways of	
every day	using	Υ			е		HIV/AIDS, STIs and STDs	HIV/AIDS and STIs,	showing		avoiding risky	
	biological		1		Deficie		and making clarification,	STDs presenting	risky		situation,	
	terms and				ncy		guiding students to	their views on ways	behaviours		behaviours,	
	vocabularies				Syndro		discuss ways of avoiding	of avoiding risky	, practices		practices,	
					me		risky situation, behaviour	situations	and		explain the	
			2				and practices, leading a	behaviours and	situation/		importance	
							role play on how to use	practices, discussing	pictures		curative health	
							various life skills to avoid	on groups major	showing			
							risky, situation, behaviour	effects and	_		cure.	
							and practices an guiding	consequences	health care			
							discussion major effect	shown in the role	of STIs and			
							and consequences show	play brainstorming	opportunis			
							in the role plays and	on the importance	tic			
							make conclusion.	of curative health	diseases.			
								cure of STIs and				
								opportunistic				
								diseases.				

Name of te	eacher:									Name of School:		
Year: TERM <u>: 1 to 4</u>												
Class/Strea	am: FORM ONE									Sub	ject: <u>BIOLOGY</u>	
	GENERAL	М	V	MAIN TOPIC	SUB-TO	Р						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	Е		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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Name of teacher:
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Class/Stre	ann. TOKIVI CIVE									Jeet. <u>BioLogi</u>	
Demonstr	Develop	S		Safety in	Care	Leading students in	Explain in groups	Charts/	Biology	Students should	
ate	appropriate	E		our	and	explaining importance of	importance of	models/	for	be able to	
appropriat	use of	Р	3	environm	suppor	prowding care and	providing care and	magazines	Second	explain	
e use of	biological	Т		ent cell	t of	support to PLWHA in	support to PLWHA	/showing	ary	importance of	
biological	knowledge,	E		structure	people	family, community, and	in family,	different	School	prowding care	
knowledg	concepts,	M		and	living	school, through asking	community and	types of	s form	and support to	
e,	principles and skills in	В		organizati	with	questions, guiding	schools, discussing	cell/	1-2	PLWHA in	
1 '	everyday life,	E	4	_	HIV/	students in groups to	in their groups		1-2	family	
concepts,	promote	l	4	on.	1	discus necessary care and	necessary care and	microscop		1	
principles	ability to	R			AIDS	support services to be	support services to	e slide/		community, to	
and skills	communicate	&			(PLWH	provided to PLWHA and	be provided to	slides of		explain the	
every day	using	A			A) the	make clarification,	PLWHA, discussing	plant and		meaning of cell,	
	biological	U			concep	leading students in	the meaning of cell,	animal		types of call,	
	terms and	G			t of	groups to discuss the	characteristic of	cell/		different parts	
	vocabularies	U			cell,	meaning f cell and the	cell, observing	charts		and functions of	
		S			cell	characteristic of cell,	different types of	showing		plant and	
		т			differe	leading a class discussion	cells and	plant and		animal cell.	
					ntiatio	on various type of cell,	differentiate their	animal			
			1		n.	functions do different	function and part of	cells			
			_		'''	parts of a plant and	a plant and animal	50.13			
						animal cell, guiding students in how to	cell discuss the				
						prepare slides charts and	importance of cell differentiation and				
						models of plant and	formation of tissue				
						•					
						animal cells, leading class discussion on the	organs, body				
						similarities and	system.				
			2			differences of plant and					
						animal.					
		l					l				1

Name of to	eacher:								Na	me of School:	
Year:		TER	TERM <u>: 1 to 4</u>								
Class/Strea	am: FORM ONE								Sub	ject: <u>BIOLOGY</u>	
	GENERAL	М	V	MAIN TOPIC	SUB-TO	Р					
COMPETENCE	OBJECTIVES	0	E		PIC	E	LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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Name of teacher:
Year:
Class/Stream: FORM ONE

Name of School:

TERM: 1 to 4

Subject: **BIOLOGY**

Demonstr	Develop	0		Safety in	Care	1	Leading students in	Explaining in groups	Charts/		Students should	
ate	appropriate	С		our	and	2	explaining importance	importance e	models/		be able to	
appropriat	use of	Т	3	environm	suppor		of prowding care and	providing care and	magazines		explain	
e use of	biological knowledge,	0		ent cell	t of		support to PLWHA in	support to PLWHA in family, community	/showing		importance of	
biological	concepts,	В		structure	people		family, community and	and school,	different		prowding care	
knowledg	principles and	Ε		and	living		school, through asking	discussing in their	types of		ad supporter to	
е,	skills in	R	4	organizati	with		questions, guiding	groups necessary	cell/	Biology	PLWHA in	
concepts,	everyday life,	&		on.	HIV/		students in groups to	care and support	microscop	for	family and	
principles	promote	S			AIDS		discuss necessary care	services to be	e slide/	Second	community, to	
and skills	ability to	Ε			(PLWH		and support services to	provided to PLWHA, discussing the	slides of	ary	explain the	
every day	communicate	Р	1		A) the		provide PLWHA and	meaning of cell,	plant and	School	meaning of cell,	
	using biological	Т			concep		make clarification,	characteristic of cells,	animal	s form	different parts	
	terms and	Ε	2		t of		leading students in	observing different	cells/	1-2	and functions of	
	vocabularies	М			cell,		groups to discuss the	types of cells,	charts		plant a animal	
		В			cell		meaning of cell and	discussing various	showing		cell.	
		Ε			differe		characteristic of cell,	types of cells and differentiate their	plant and			
		R			ntiatio		designing practical	function and part of	animal			
					n.		work for students to	plant and animal	cells.			
							observe different	cells discuss the				
								importance of cell				
								differentiation and				
								formation of tissues				
								organs, body system.				

MIDTERM EXAMINATION AND BREAK

Name of te	eacher:		Name of School:								
Year:		TERM: 1 to 4									
Class/Strea	am: FORM ONE								Sub	ject: <u>BIOLOGY</u>	
	GENERAL	М	۷	MAIN TOPIC	SUB-TO	P					
COMPETENCE	OBJECTIVES	0	E		PIC	E	LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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Name of teacher:
Year:
Class/Stream: FORM ONE

Name of School:

TERM: 1 to 4

	TORNI OILE		_					•			Jeet. <u>Biologi</u>	
Group	Classify living	Ν	4	Classificat	Concep	1	Organizing students visit to	Collecting variety of			Students should	
organisms	organisms in	0		ion of	t of	2	place where items are	living things and			be able to	
according	their	V		living	classific		systematically grouped	group them	Charts/	Biology	explain the type	
to their	respective	Ε		organism,	ation.		(laboratory-library)	according to their	micrograps	for	of classification	
similaritie	kingdoms,	М	1	major			designing practical work	similarities and	of viruses/	Second	and its	
s and	phyla/division	В	-	groups of			for students to observe	differences	a variety of	ary	importance,	
							and group organisms	participating in the		•	l '	
difference		E		living			according to their similarities and differences	session by giving out their views and	living	School	explain the	
S.		R		things,			organizing a brainstorm		organisms/	s form	structure of	
		&		viruses.			session on the importance	asking questions discussing on types	picture/	1-2	viruses, general	
		0					of classifying living things,	of classification and	representa		and distinctive	
		С					leading brainstorming	their differences also	tive		features of	
		Т	2				session on classification	the merit and	sample of		viruses,	
		0					systems and merit and	demerits each type	each group		advantage and	
		В					demerit of each type of	of classification	of living		disadvantage of	
		E					classification system,	discussing the major	things.		viruses.	
							designing simple practical	group of living	tilligs.		viruses.	
		R					work on grouping living	organism and their				
							things using each	different ranks,				
							classification system,	observing and				
							leading a class discussion	discussing on general				
							on the major groups of	and distinctive				
							living things, general and	features of viruses				
							distinctive features of	drawing and labelling				
							viruses, structure of	the diagram of				
							viruses, advantage and	viruses,				
							disadvantage of viruses	brainstorming the				
								advantage and				
								disadvantage of				
								viruses.				

Name of teacher:									Name of School:			
Year:										TEF	RM <u>: 1 to 4</u>	
Class/Strea	am: FORM ONE									Sub	ject: <u>BIOLOGY</u>	
	GENERAL	М	V	MAIN TOPIC	SUB-TO	Р						
COMPETENCE	ND IECTIVES	n			חור	[LEADNING ACTIVITIES	т/і	DECED	ACCECCMENT	DEMADIAG

	GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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Name of teacher:
Year:
Class/Stream: FORM ONE

Name of School:

TERM<u>: 1 to 4</u>

Subject: **BIOLOGY**

Group organisms organisms in according to their similaritie s and difference s. Classify living organisms in according to their similaritie s and difference s. Classify living organisms in their respective k and difference s. Classificat ion of monera and leading a class discussion on the general and distinctive features of bacteria, leading a class discussion on advantages and disadvantages of bacteria, characteristic of pathogenic and non pathogenic pathogen and non pathogenic bacteria, guiding students to group so to bserving charts of representative organisms of the kingdom monera and outlining the general and distinctive features of bacteria, discussing advantages and disadvantages of bacteria, characteristic of pathogen and non pathogenic bacteria, guiding students to group organism according to their similarities and disdirences and their phyla, ledigences that the transport of the monera and leading a class discussion on advantages of bacteria, characteristic of pathogen and non pathogenic observing charts or preserved specimen and group the Charts/ pictures/ preserved specimen outlining the general and distinctive features of bacteria, discussing advantages of bacteria disadvantages of bacteria observing charts or preserved specimen and group the services described to their similarities and group the services created in the pathogen and group the services are group to the services of the monera and leading a class discussion on the kingdom monera and outlining the general and distinctive of features of bacteria discussing advantages of bacteria discussing advantages of bacteria discussing advantages of bacteria discussing advantages of bacteria observing charts or preserved specimen and group the charts or preserved specimen and group the services organisms of the kingdom monera and outlining the general and distinctive of pathogen and on pathogen and on pathogen and on pathogen and non pathogen and on protection and group the services organisms of the kingdom monera and outlining the single preser	
according to their respective kingdoms, phyla/division s and difference s. R R S S S S S S S S S S S S S S S S S	
according to their respective kingdoms, phyla/division s and difference s. It heir respective kingdoms, phyla/division s and difference s. It heir respective kingdoms, phyla/division s and difference s. It heir respective kingdoms, phyla/division s and difference s. It iving organism, major groups of living things, viruses. It iving organisms of the kingdom monera and leading a class discussion on the general and distinctive features of bacteria and discussing advantages of advantages of bacteria, characteristic of pathogenic and non pathogenic bacteria, guiding students to group organism according to their similarities and differences and their phyla, and group the Their respective kingdom monera and leading a class discussion on the general and distinctive features of bacteria and discussing advantages of bacteria and characteristic of pathogenic and non pathogen bacteria observing charts or preserved specimen and group the	
respective kingdoms, phyla/division s and difference s. R R R R R R R R R R R R R R R R R R R	
kingdoms, phyla/division s and difference s. Kingdoms, phyla/division s and difference s. Kingdoms, phyla/division s and difference s. Kingrom groups of living things, viruses. Kingrom Protista Ad distinctive features of bacteria discussing advantages and disadvantages of bacteria on disadvantages of bacteria and characteristic of pathogen and non pathogen bacteria observing charts or preserved specimen and group the Kingrom Protista Am distinctive features of bacteria discussing advantages and disadvantages of bacteria observing charts or protion pathogen bacteria observing charts or preserved specimen and group the Kingrom Protista Am distinctive features of bacteria and characteristic of pathogen and non pathogen bacteria observing charts or preserved specimen and group the Kingrom Protista Am distinctive features of bacteria and disadvantages of bacteria discussing advantages and disadvantages of bacteria and characteristic of pathogen bacteria observing charts or preserved specimen and group the	
similaritie s and difference s and difference s. M B groups of living things, viruses. M B R I hand or groups of living things, viruses. M B E R I hand or groups of living things, viruses. M B Groups of groups of living things, a class discussion on advantages and disadvantages of bacteria and characteristic of pathogenic and non pathogenic pathogen and non pathogen bacteria observing charts or preserved specimen differences and their phyla, and group the M B Groups of groups of features of bacteria and distinctive features of bacteria and disadvantages of bacteria and characteristic of pathogen and non pathogen bacteria observing charts or preserved specimen differences and their phyla, and group the	
s and difference s. B groups of living things, viruses. B E living things, viruses things, viruses. Characteristic of pathogenic thing students to group organism according to their similarities and differences and their phyla, and group the B E living a class discussion on advantages and disadvantages of bacteria things, charts or pathogen and non pathogen bacteria observing charts or preserved specimen and group the Characteristic of pathogen bacteria observing charts or preserved specimen and group the B E I living a class discussion on advantages and disadvantages of bacteria discussing advantages and discussing advantages and discussing advantages and discussing advantages of bacteria discussing advantages and discussing advantages and discussing advantages of bacteria obacteria obacteria observing charts or preserved specimen and group the	
difference s. E R living things, viruses.	
s. R things, viruses. R things, viruses. advantages and disadvantages of bacteria, characteristic of pathogenic and non pathogenic bacteria, guiding students to group organism according to their similarities and differences and their phyla, differences and their phyla, and disadvantages of bacteria and characteristic of pathogen and non pathogen bacteria observing charts or preserved specimen and group the charts models/ pathogen bacteria/ yoghurt/ cheese/	
viruses. characteristic of pathogenic and non pathogenic bacteria, guiding students to group organism according to their similarities and differences and their phyla,	
and non pathogenic pathogen and non pathogen and non pathogen bacteria, guiding students to group organism according to their similarities and differences and their phyla, and group the pathogen and non pathogen bacteria observing charts or preserved specimen and group the pictures of bacteria/yoghurt/ cheese/	
bacteria, guiding students to group organism according to their similarities and differences and their phyla, and group the pathogen bacteria observing charts or preserved specimen and group the bacteria/yoghurt/ cheese/	
group organism according to their similarities and differences and their phyla, and group the observing charts or preserved specimen and group the observing charts or preserved specimen cheese/	
group organism according to observing charts or their similarities and differences and their phyla, and group the yoghurt/ cheese/	
differences and their phyla, and group the cheese/	
loading students in groups loggerisms according load	
leading students in groups organisms according root	
to identify structures of to their similarities includes	
4 amoeba, euglena, and different and state leguminou	
plasmodium leading a and outlining s plants.	
brainstorm session of structure of amoeba,	
advantages and euglena, paramecium,	
disadvantages of plasmodium,	
representative organisms brainstorm on the	ļ
under the kingdom advantages and	ļ
protoctista. disadvantages of the	
kingdom protoctista.	

ANNUAL EXAMINATIONS AND LONG VACATION.