Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/Stream: FORM THREE

Name of School: **SHAMSIYE SECONDARY SCHOOL**

TERM: 1 to 2
Subject: BIOLOGY

	GENERAL	М	٧	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	К		PI							
		Н			C	0						
1						D						
						S						
1		J		С	Ki		Grouping	Observing the	A variety	Biol		
Group		Α		L	n		students to observe	collected and	of conifers	ogy		
of	Classify	N		Α	g		the collected	displayed plants		For		
organis	organism	U		S	d	4	plants.	and record the	Pictures of	m 3		
ms	s in their	Α		S	0			observable	conifers e.g.	& 4		
accordi	respectiv	R		I	m			features.	Pine, cypress,	(TIE)		
ng to	e	Υ		F	pl				spruce, cedar.	&		
their	kingdom		3	I	а			Discussing		Fun		
similari	S			С	n		Leading of a class	general and	Cones	dam		
ties	phylum/			Α	ta		discussion on	distinctive	(fresh or	enta		
and	division			Т	e.		general and	features of the	preserved)	Is of		
differen	and			I	Di		distinctive features	division.		Biol		
ces.	class.			0	vi		of the division	Discussing the		ogy		
1				N	si		canifero phyla.	structure of pine		Воо		
1					0			· ·		k 3		
1					n		Leading a class	drawing and		J.M		
1					C a		discussion on the	labelling it.		Mw		
					ni		structure of pine.	Outlining		anik		
					fe			advantages and		i &		
					ro		Leading a class	disadvantages of		G.G		
					Р		discussion on the	plants under		Geo		
					h		advantages and	division		ffrey		
					yl		disadvantages of	coniferophyla.		&		
					a		plants under			Hu		
							division			man		
							coniferophyla.			Biol		

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Class/Stream. FURIN	· 111111LL							,		Subject. BIOLOGY	1
GENEF Competence objec		I E	MAIN TOPIC	SU B- TO PI C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	ogy Zam bek Publ iehe rs. REFER ENCES	ASSESSMENT	REMARKS
organis organis organis organis organis organis organis organis similari organis organ	assify anism their e gdom s ylum/ vision and class.	A N J A R	CLASSIFI CATION OF LIVING THINGS.	DI VI SI O N A N G I O S P E R M O P H Y T A (F lo		 Grouping students and guiding them on observing variety of flowering plants. Leading a class discussion on general and declarative features of division Angiospermophyta. Leading a class discussion on the structure of representative of representative plants of class Monocotyledon and Dicotyledon. 	●Students in their groups to observe a variety of flowering plants and record their observable features. ●Discussing the general and distinctive features of division Angiospermoph yta. ●Discussing the structure of representative plants of the two classes.	 Flowers from dicots and monocots. Fruits and seeds of flowering plants. A variety of flowering plants. 	-//-	Students should be able to explain general and distinctive features of division Angiospermophyt a.	

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					w er in g Pl a nt s)			•Drew and label the representative plants under each class.				
COMPETENCE	GENERAL Objectives	M O N T H	V E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
		J A N U A R Y	4	CLASSIFI CATION OF LIVING THINGS.	D IV IS I O N	4	Grouping students and guiding them in observing variety of flowering plants. -Leading a class discussion on:-	Students in their groups to observe a variety of flowering plants and record the observed features.	 Flowers from dicots and monocots Fruits and seeds of flowering plants. 		-The students should be able to Explain general and distinctive features of division Angiospermophyta.	

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			N I	Compand	Diagnosis - 45 -	2 A		مراب مراب ا	
			N	General and	Discussing the	• A variety of		Outline the	
			G	distinctive features	general and	flowering		distinctive features	
				of division	distinactive	plants.		of each class of the	
			0	Angiospermophyta.	features of	● A variety of		division	
			S		division	monocotyled		Angiospermophyta.	
			P	The classes and	Angiospermophyta.	onous and	,,		
			E	general and	Discussing the	dicotyledono	-//-		
-do-	-do-		R	distinctive features	general and	us plants.			
			М	of class	distinactive				
			0	Monocotyledoneae	features of the	Grains			
			Р	and Dicotyledoneae.	class of division	(maize,			
			н			wheat, rice,			
			Υ	The structure of	Angiospermophyta.	millet)			
			Т	representative	Discussing the	Mature			
			Α	plants of class	structure of	young bean			
			(F	Monocotyledoneae	representative	and maize			
			lo	and Dicotyledoneae.	plants of the two	plants.			
			w	,	classes and then	Charts			
			er		draw and label	showing			
			in		the	characteristic			
			g		representative	s of classes of			
			Pl		plants.	the division			
			a		'				
			nt						
			1 1						
			s)						

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Class, Stream	•										Subject. Biologi	
COMPETENCE	GENERAL Objectives	M O N T H	V E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS
							 Organizing a brainstorming session on advantages and disadvantages of kingdom Plantae division Angiospermophyta. To clarify students responses. 	Brainstorm on the advantages and disadvantage of Kingdom Plantae, division Angiospermophyta .	A charts on the representative plants under the division Angiospermop hyta.	-//-	Students should be able to explain advantages and disadvantages Angiospermophyta.	
Demonstrat e approximat e use of biological knowledge, concepts, principles and skills in evaluating the roles of various physiologica I processes in plants and animals.	Acquire basic knowledge, principles, concepts and skills in evaluating the roles of physiological processes in plants and animals.	F E B R U A R Y	1	M O V E M E N T	Conc ept of Mov eme nt and Loco moti on.	4	 Guiding students to brainstorm on the meaning of movement and locomotion. Leading a class discussion on differences between the two concepts. Organizing students in groups to discuss the importance of movement in plants and animals. Design activity for 	 Brainstorming on meaning of movement and locomotion. Discuss the differences between movement and locomotion. In groups to discuss the importance of movement in plants and animals. In groups, to 	 Variety of Organisms such as insects fish and mouse. Charts on locomotion/m ovement of different organisms. Pictures/ drawings of various organisms depicting 	-//-	Giving quiz to observe how accurate can the student explain the concepts of movement and locomotion. Observing of the student can be able to demonstrate movement locomotion actions.	

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<u> </u>	: TOTAL	-									Sabject. Biologi	
							students to demonstrate	perform various actions depicting	movement and locomotion.			
							movement and	movement and	locomotion.			
							locomotion.	locomotion.				
	GENERAL	—	١,	MAIN TOPIC	CII	P	locomotion.	locomotion.				
COMPETENCE		M	'	MAIN TUPIL	SU	l		LEADAUNG ACTIVITIES	T // MATERIAR	neren	ACCECCATION	DEMARKO
GUMPETENGE	OBJECTIVES	0			B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	K		PI							
		Н			C	0						
						D						
						S						
		F					Guiding students	Pointing the	Variety of		Give out quick to	
		E					through questions and	differences between	organisms such		check if students	
		B R					answers to give	movement and	as insects, fish	-//-	can accurately	
		Ü					differences between	locomotion.	and mouse.		explain the concept	
		Α	2				movement and				of movement and	
		R					locomotion.				locomotion.	
		Y Y		М			Guiding students in	• In groups,	Model of			
		'		О	М		groups in examining the	examining the	Human skeleton.			
				V	ov		model of human	picture /model of				
				E	е		skeleton.	human skeleton and				
				М	m			identify its major				
				E	e	2	 Leading a class 	parts.	• Diagram/			
				N	nt		discussion on the		drawing of the			
				Т	of		structure of the human	 Discussing 	major			
					th		skeleton and its major	structure of the	components of			
-do-	-do-				е		components.	human skeleton and	human			
					h			draw a well labelled	skeleton.	-//-		
					u		 Guiding students in 	diagram of it.				
					m		groups to discuss the					
					а		adaptation of the major	• In groups				
					n		components of the	discuss the				
					b		human skeleton	adaptations of the				
					0			major components				
					dy			of the human				
								skeleton.				

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COMPETENCE	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	The Humanskel etal system. SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
-do-	FEBRUARY	2 & 3	M O V E M E N T	Muscles and Moveme nt		d	Organizing a brainstorming session on machining of muscles Leading a class discussion on types of muscles.	Brainstorm on meaning of muscles. Observing in groups charts/models pictures of different muscles and identity their differences.	Charts/diagr ams/picture of different types of muscles.	-//-	Administer quiz to see the ability of a student to explain how muscles facilitate movement. To check if the student is able to describe the structure of muscles by asking question.	

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					6		Design an activity for students to demonstrate the role of muscles in movement.	• In pairs to perform various actions depicting the role of muscles in movement.	Charts/diagr ams/photog raph of muscles	-//-		
							• To lead a class discussion on the structure of muscles.	• In groups to observe/diagrams of muscles and discuss its structure.		-//-		
								 To draw and label the structure of biceps, during bending and stretching of the arm. 				
COMPETENCE	GENERAL Objectives	M O N T	V E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS
		F E B R U A R Y			2. 3 M ov e m e nt in pl		 To lead a class discussion on the adaptations of different types of muscles to their roles. To guide students in groups through questions and answer to discuss on causes, 	 In groups to observe pictures/diagrams of different types of muscles and discuss their adaptations. In groups to discuss causes, effects and 	Models/pictur es/diagrams of muscles.	-//-	To check if a student is able to explain causes, effects and preventive measures of muscle cramps by giving a short test.	

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do	do		4		a nt	4	effects and preventive measures of muscles	preventive measures of				
do-	-do-		4		5.		To guide students in observing plants showing movement in plants. To organize students in groups and their discuss movement exhibited by plants and their importance. To make clarification and conclusion on meaning and importance of movement exhibited by plants. Leading a class discussion on the types of movement exhibited by plants.	muscles cramps • .observing polled plants showing movement and record their findings. • In groups to discuss movement exhibited by plants and their importance and then present. • To discuss in groups on the types of movement exhibited by plants.	Photograph diagrams and charts showing movement in plants. Plants showing movement of curvature. A variety of plants showing movement exhibited by plants.	-//-	To check if a students is able to explain the concept of movement by giving quiz. • Observing students in groups investigating movement in plants.	
COMPETENCE	GENERAL Objectives	M O N T H	V E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
							 Provide guidelines to students for performing experiments to investigate 	•Students in groups by using guidelines to perform experiments to investigate movement	Potted plants.	-//-	-//-	

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	movement exhibited by plants.	exhibited by plants and record their findings.	
	 To lead a class discussion on findings, making clarifications and conclusion. 	To presents their findings.	

MID TERM TESTS AND MIDTERM BREAK

	GENERAL	М	٧	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	К		PI	1						
		Н			C	0						
						D						
						S						
Demonstr	Acquire	М	3		С		 To guide students 	To discuss in	Hot objects			
ate	basic	Α		С	0	4	in group to	their groups	Sharp		To check if a	
appropriat	knowledge,	R		0	n		discuss meaning	meaning and	object	-//-	student's is able	
e use of	principles,	С		0	С		and importance	importance of	Live		to:-	
biological	concepts,	Н		R D	е		of coordination.	coordination	specimen		Explain the	
knowledg	and skills in			ו	p			and present	of insects		concept of	
е	evaluating			N	t			their tasks.				

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concepts,	the role of			А	0		● To make		and small		coordination in	
principles	physiologica			Т	f		clarification and	●To observe	mammals.		organisms.	
and skills	l processes			ı	С		conclusion.	charts/diagrams				
in	in animals.			0	0		 To guide students 	/pictures	• Game or	-//-	Outline ways in	
evaluating				N	0		in observing	showing main	puzzle	''	which	
the role of					r		charts/diagrams/	components of	charts on		coordination is	
various					di		pictures showing	nervous	nervous		brought about	
physiologi					n n		main components	coordination	coordinatio		by giving test.	
cal					at		of nervous	and discuss the	n process.		by giving test.	
processes					io		coordination.	role of each	ii process.			
in					n		• To lead a class	components.				
animals.					''		discussion on the	Components.				
							ways in which	●In groups to				
							coordination is	discuss the ways				
							brought about.	in which				
							brought about.	coordination is				
								brought.				
	GENERAL	М	١	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	1	d	PI							
		Н			C	0						
						D						
			┞			S						
		M			Nerv	,	To lead a class	• To discuss in	Models/pict	-//-	To check if the student can:	
		A R			ous coor	2	discussion on the structures of motors,	groups in structure of motor, sensory	ures/photogra phs of neurons		the student can:- ● Describe the	
1	1				LUUI	I	Juliaciales di Illotois,	or motor, sensory	Pilis of Hedroits			
						1	sensory and neurones	and relay neurons	Prepared		I structure of	
		C H			dinat ion		sensory and neurones.Organizing	and relay neurons.To discuss on	Prepared slides of		structure of motors, sensory	
-do-	-do-	С			dinat		sensory and neurones.Organizingstudents in groups and	· ·	-			
-do-	-do-	С	4		dinat ion		Organizing	● To discuss on	slides of		motors, sensory	
-do-	-do-	С	4		dinat ion in Hum an		 Organizing students in groups and ask them to discuss on the roles of motor, 	• To discuss on the role of motor, sensory and relay neurons and	slides of neurones • Microscope • A chart		motors, sensory and relay	
-do-	-do-	С	4		dinat ion in Hum		 Organizing students in groups and ask them to discuss on 	• To discuss on the role of motor, sensory and relay	slides of neurones • Microscope		motors, sensory and relay	

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<u> </u>											Sasjeeti BiGLGG	
							To summarize		the roles of		Explain the role of	
							students responses,		motor, sensory		motor sensory and	
							make general		and relay		relay neurones.	
							comments and		neurones.			
							necessary corrections.					
					Cent	2	To organize a brain	Brainstorm on	• Charts of		To check if the	
					ral		storming session on	meaning of	the Central	-//-	students able to give	
					Nerv		meaning of central	CNS	Nervous		meaning of CNS,	
					ous		nervous system (CNS).		System.		identify, components	
					Syste		• To summarize				of the CNS and their	
					m		students responses	 In group to 			functions by giving	
					(CNS		and give general	identify the	Diagrams /		quiz.	
)		comments and	components of the	models of			
							conclusion.	CNS and discuss	brain and			
							 To guide students 	their roles.	spinal cord.			
							in groups to identify					
							the components of the					
							central nervous system and discuss their roles.					
	GENERAL	М	۲,	MAIN TOPIC	SU	P	and discuss their roles.					
COMPETENCE	OBJECTIVES	0	'	MAIN IOFIG	B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
GOMI ETENDE	0035611459] ;			1	TEACHING ACTIVITIES	LEAKNING ACTIVITIES	I/L MATERIAS		ADDEDDIMENT	KEMAKKI
		N	:]	TO	R	TEACHING ACTIVITIES			ENCES		
			'	9	PI	'						
		Н			C	0						
						0						
			┞			S						
							To guide students	● To observe	Models of			
							in groups to	models/diagram	brain and			
							observe	s of brain and	spinal cord.			
							models/diagrams	spinal cord,				
							of the spinal cord	discuss their		-//-		
							and brain and	structures.				
							discuss their	● Draw and label				
							structure.	the structure of				
								brain and spinal				
								cord.				

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-do-	-do-	A P R I L	1	C O O R D I N A T I O N	P e ri p h e ra l N e rv o u s S y st e m (P N S)	2	 Organizing a brainstorming session on meaning of PNS. To summarize, make corrections and conclusion. To lead a class discussion on components of PNS 	Give meaning Discuss the components of PNS in groups.	Photograph / charts showing the structure of PNS	-//-	Asking oral questions to check if the student is able to give meaning of PNS & identify its components.	
					R ef le x A ct io		 To design Activities for students to demonstrate the reflex action. To lead students to discuss the meaning of reflex action. 	 Perform Activities showing reflex actions. To discuss meaning of reflex action. 	 Hot objects Live insects or small mammals. Toys (snake, scorpion) 	-//-	To check of the students is able to given meaning of reflex action by asking questions.	

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COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	k		PI	ı						
		Н			C	0						
						0						
						S						
		Α			R		To display the	Observe and	Charts/diagr			
		P			ef		charts/diagrams	identify the	ams			
		R			le	6	showing the	components of	showing			
		"			х		neurotic pathway	neurotic	neurotic			
		'			A		of a reflex action.	pathway of	pathway of a			
		L					To lead a class	reflex action.	reflex			
					ct		discussion	To discuss the	action.			
					io		pathway of a	neurotic				
					n		reflex action.	pathway of a				
								reflex action.				
							To design			-//-		
							activities for					
-do-	-do-		1				students to	In groups to	◆ Charts/draw			
							demonstrate	demonstrate	ings of			
							simple reflex	simple and	simple			
			&				action and	conditional	conditional			
			2				conditional	reflex actions	reflex			
							actions.	and record their	actions.			
								findings.	Video/radio			
								● To discuss the	tapes			
							To lead a class	differences	showing			
							discussion on the	between simple	simple and			
							differences	and conditional	conditional			
							between simple	reflex actions.	reflex			
							reflex action and		actions.			
							conditioned reflex					
							action.					
		1	ı			I		l				

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-do-	-do-	A P R I L	8.4	C O O R D I N A T I O N	Se ns e O rg a ns	6	To guide students in groups to observe models/pictures/diagr ams and brainstorm on meaning of sense organ, identify them and their related position. Lead students to discuss in groups structure of each sense organ. Leading a class discussion on the role of each sense organ and its adaptive features.	Brainstorm on of sense organ, identify them and state their relative position. Discuss in groups structure of sense organ and draw and label the human ear, eye, nose tongue and s. Of the skin. Discussing role of each sense organ and its adaptive features.	 Charts of different sense organs. Charts/model s/photograph s of different sense organs. 	-//-	Check if a students is able to: Explain meaning of sense organ. Identify types of sense organs. Describe structure of each sense organ State functions of sense organ by giving test.	
					Dr ug a n d dr ug a b		To lead students to discuss in groups meaning of drug and drug abuse in relation to nervous coordination.	• In groups to discuss meaning of drug and drug abuse in relation to nervous coordination.	Video/film on effect of drug and substance abuse Simple drugs.	-//-		

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					us e in R el at io n to N ev o ur s C o or di n							
					io							
					n							
					at							
					io							
	GENERAL	М	<u> </u>	MAIN TOPIC	n. SU	P						
COMPETENCE	OBJECTIVES	0	l v	MAIN TUFIG	B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES		.,	ENCES		
		T	k		PI							
		Н			C	0						
						D						
						S	To invite house	. T	a Donas salas s			
•	Apply	M			D		• To invite heath practitioner officer to	To summarize major points from	 Brounchure and fliers on 			
	appropriate	Α			r		talk on drug	major points from the guest speaker	causes and			
	skills in	Υ			u	6	addiction, its causes	presentation.	effects of			
	managing	&			g		and effects.	,	drug abuse.			
	problems	Α			S		To guide students		• Posters of			
	related	Р	ٍ		a		to clarify major issues	● Prepare project	drug addicts			
	drug/substa nce abuse	R	4		l u		and make conclusion.	on cases of drug	or users.			
	lice abuse				d			addiction in their				

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: 2015
Class/Stream: FORM THREE

Subject: BIOLOGY

0.000/00	. ca c .							Subject. Biolog.	
		_		D	Organize students	surrounding	-//-		
		L		r	in groups and discuss	community.			
		_		u	on preventive and	Discuss in			
			&	g	control measures of	groups on			
			ا ا		drug abuse.	preventive and			
				a	 Use students 	control measures			
				b	correspondence and	of drug abuse.			
				u	make clarification.				
				S					
				e					
				in					
				r					
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				at					
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Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: 2015 TERM: 1 to 2

Class/Stream: FORM THREE Subject: BIOLOGY

											545jeet: 5:010	
					Н		 To lead a class 	◆To draw the	Charts/diagr			
					О		discussion on the	diagram to show	ams of			
					r		location of the	location of	endocrine			
							endocrine glands in	endocrine glands	glands and			
					m		the mammalian body	in human body.	hormones	-//-		
					0		and types of		produced by			
					n		hormones produced		each gland.			
					al		by each gland		_			
					С							
					О							
					0							
					r							
					di							
					n							
					at							
					io							
					n							
	GENERAL	М	V	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		τ	к		PI							
		н			C	0						
						0						
						S						

Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/Stream: FORM THREE

Name of School: **SHAMSIYE SECONDARY SCHOOL**

TERM: 1 to 2

Subject: **BIOLOGY**

Demonstr	Acquire	М	1		.H		Land a class	Discuss the	• Pictures/pho			
ate	basic	Α			or		discussion on the:	difference	tographs of			
appropriat	knowledge	Υ		С	mo		 Difference 	between	disorders of			
e use of	principles,			0	nal		between endocrine	endocrine and	hormal	-//-		
biological	concepts			0	En		and exocrine glands.	exocrine glands.	coordination			
knowledg	and skills in			R	do		 Role of each 	● Role of each	. Eg. Goitre			
1	evaluating			D	cri		hormone in the	hormone in	gigantism			
e,	_		,	I	_		mammalian body.	mammalian body	and			
concepts,	the role of		&	N	ne	_	Disorders of	• Disorders of	dwarfisim.			
principles	physiologica			A -	Со	6	hormonal	hormonal				
and skills	l processes			T	or		coordination due to	coordination due				
in	in plants			1	din		hyper and	to hyper- and				
evaluating	and			O N	ati		hypo-secretion on insulin, GH, ADH and	hypo- secretion of mentioned				
the role of	animals.			IN	on		throxine.	hormones.				
various							throxine.	normones.				
physiologi			2									
cal					Coo		Guide students	Observe plants	• Potted			1
activities					rdin		to observe potted	and records	plants.			
in plants			&		atio		plants in all round	observations.	Mimos plant			
and					n in		light and unilateral	• Give meaning of	• Charts/phot			
animals.					plan		light and record their	topic and nastic	ographs or			
					ts.		observations.	Reponses.	pictures of	-//-		
					Con		 To guide students 		topic			
					cept		to give meaning of		responses.			
					s of		topic and nastic					
			3		Topi		responses through questions and					
					С		answers					
					Nast							
					ic							
					resp							
					ons							
	GENERAL	М	١,,	MAIN TOPIC	es SU	P						
	OBJECTIVES	M 0		MAIN IUTIL	30 B-	l E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
COMPETENCE	ODOLONIVLO	N			TO	R	TEACHING ACTIVITIES	ELANAMIO AUTIVITEU	I) E PINTENIAU	ENCES	ADDEDOMENT	NEI-MANU
		"	Iк		"	¨				211020		
			تــــــــــــــــــــــــــــــــــــــ									

Name of School: SHAMSIYE SECONDARY SCHOOL

Name of teacher: RAMADHANI KISUWA

Year: **2015** TERM: 1 to 2

Class/Stream: FORM THREE Subject: **BIOLOGY**

	T H			PI C	0 D					
					S					
	М		С	С		Provide students	Using guidelines	• Potted	Biology	
	Α		0	О		with guidelines for	to carry out	plants	Form	
	Υ		0	О		practical activity on	experiments to	subjects to	3 & 4	
			R	r		the effects of topic	investigate the	all round	(TIE)	
			D	di		and nastic plants.	effects of tropic	–light and	2007	
			1			 To guide students 	and nastic in	unidirection		
			N	n		in discussing on the	plants and record	al light.		
			Α	at		importance of	their findings.	Charts to		
			Т	io		hydro-geo-photo and	To discuss on	show		
		3	I	n		chemo- tropisms in	groups the	examples of		
			0	in		plants.	importance of	tropic		
			N	pl		To lead	hydro –geo-photo	responses.		
				a		discussion, make	and	Mimosa		
				n		general and	chemo-tropism in	plant.		
				ts		conclusion on the	plants.			
				LS		significance of	To outline			
						tropisms and nastic	significance of			
						responses in plants.	tropism in plants.			
			E			 Brainstorm 	To brainstorm	Models of		
			X			 Organize a 	on meaning of	kidney.		
			С			brainstorming	excretion.	Diagram /		
		4	R			session on		charts of		
			E			meaning of		excretory		
			Т			excretion		system.		
			I			 To lead students 				
			0			to name				
			N			excretory.				

TERMINAL EXAMS - LONG VACATION

Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/Stream: FORM THREE

Name of School: **SHAMSIYE SECONDARY SCHOOL**

TERM: 1 to 2

Subject: **BIOLOGY**

COMPETENCE	GENERAL Objectives	M 0	V E	MAIN TOPIC	SU B-	P E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	к		PI	I						
		Н			C	0						
						D						
			Щ			S						
Demonstr	Acquire	J		EXCRE	Е		To lead students	 To discuss the 	Dissecting			
ate	basic	U		TION	X		to discuss on the	types of	kit.			
appropriat	knowledge	L			cr		types on the types	excretory organs	• Chloroform			
e use of	principles,	Υ			е		of excretory	in human.	• Cotton			
biological	concepts				ti		organs in human.	◆To observe the	Models/char ts pictures			
knowledg	and skills in				0		To dissect any	urinary system	showing			
e,	evaluating				n		small mammal	and identify the	human			
concepts,	the role of				In		and display the	structures.	urinary			
principles	physiologica				Н	4	urinary system.		system.			
and skills	l processes				u		, ,		,			
in	in plants				m		To lead students	To discuss and				
evaluating	and				а		to discuss the	draw the				
the roles	animals.		3		n		structure of the	structure of				
of various							urinary system	human urinary				
processes							and its adaptive	system.				
in plants							features.					
and								 To discuss the 				
animals.							To organize	process of urine				
ailliliais.							students in groups	formation in				
							and brainstorm on	groups.				
							the process of					
							urine formation.					
							To make					
							clarification.					

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: **2015**

TERM: 1 to 2 Class/Stream: FORM THREE Subject: **BIOLOGY**

	: TOTAL										Sabject: Biologi	
COMPETENCE	GENERAL OBJECTIVES	M O N T H	E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS
-do-	-do-		4	E X C R E T I O N	C o m pl ic at io n d di s or d er of e xc re to ry se m .	4	 To prepare a case study on common disorders of the excretory system. To lead students in groups discuss on causes, symptoms, effects and control measures of disorders and complications of the excretory system. 	● To discuss on the case study. ● In groups to discuss of causes, symptoms, effects and control measures of disorders and complications the excretory system.	Charts/diagr ams of the urinary system and associated disorders and complication s. Charts/mod els/pictures showing urinary system.	Human biology Zambak Publish ers.		

Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/Stream: FORM THREE

Name of School: **SHAMSIYE SECONDARY SCHOOL**

TERM: 1 to 2

Subject:	BIOLOGY

		A U G U S T	1		Excretion in plants.	4	 To lead students through question and answers to mention ways by which plants get rid of excretory products and give examples . To make general comment and conclusion on different types of excretory products eliminated by plants. 	•To summarize major points and list down types of excretory products eliminated by plants.	• Sample of plant excretory products such as gum, latex alkaloids.	Biology Form 3 & 4 (TIE)		
COMPETENCE	GENERAL Objectives	M O N T H	V E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
		A U G U S					• To lead students in groups to discuss the importance of excretory products of plant.	● To discuss in groups on the importance of excretory products of plants.	• A chart showing various plants and their waste products.			
				REGU LATIO N	C o n c e		To guide students in groups to discuss the meaning of regulation and its importance.	•To discuss the meaning of regulation and its importance.	 A chart showing the process of regulation in animals. 			

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Subject: **BIOLOGY**

TERM: 1 to 2

Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/ Stream	. FURIVI I FIREE										Subject. BIOLOGY	
-do-	-do-		2		t of R e g ul at io n	2	 To lead a plenary discussion and make clarification and conclusion of the concept of regulation and its importance. To lead a class discussion on the types of regulations; temperature regulation, regulation of water and mineral salts in animals. 	● To discuss groups on the types of regulation.	• Charts /pictures /diagrams showing various types of regulation.			
COMPETENCE	GENERAL Objectives	M O N T	V E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
		A U G U S T	2 & 3	R E G U L A T I O N	TemperatureRegulat		 Guide students in group to perform experiments to determine the temperature of a frog and a small mammal under different conditions. Clear misconceptions and make conclusion. To lead a class discussion on the temperature regulation in mammals. 	In groups to determine the temperature of a frog and a small mammal, under different conditions and record their findings. Divide the experimental animals into two groups; ectoderms and endodermis. In pairs, carry out practical exercise on measuring body temperature before and after performing	 Toad /Frog Small mammal (rat, mouse, rabbit A clinical thermometer. A chart showing a table for recording body temperature. 	Fundam entals of Biology Book 3 (J.M. Mwanki (G.G. Geoffrey		

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TERM: 1 to 2

Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/Stream	: FORM THREE										Subject: BIOLOGY	
-do-	-do-				io n in A ni m al s.		To lead a class discussion on the structure of the skin in relation to temperature regulation (vasoconstriction and Vasodilation)	exercise and report that findings. • To discuss in groups the body reactions when temperature of the surrounding is lower and when is higher than body temperature. • Draw an label section of the skin showing vasoconstriction and vasodilation.	• Pictures/diagr ams showing the reaction of the skin under different conditions (hot and cold)		Jabjeet. Biologi	
COMPETENCE	GENERAL Objectives	M O N T	V E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS
-do-	-do-	A U G U S T	4	R E G U L A		4	 Lead students in groups to discuss on meaning of osmoregulation and its importance. To make Clarification and conclusion on meaning and importance. To guide students through question and answer to mention factors which may affect the contents of salt and water in the body. 	 Discuss the meaning and importance of osmoregulation. To mention the factors which may affect the contents of salt and water in the body. 	 Charts/ pictures photographs or diagrams showing osmoregulti on in mammals. Models/ Charts/ pictures showing the structure of a nephron. 			

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Year: 2015
Class/Stream: FORM THREE

TERM: 1 to 2
Subject: BIOLOGY

		SEPTEMBER	1	О N	BloodSugareguationinmammals		 To guide students in groups to categorize factors which may salt and water content. Lead students to discuss on how hormones regulate sugar level in the blood (insulin and glucagon. To guide students summarize major ideas and make conclusion on the mechanism of regulation sugar level. 	To discuss in groups how hormones regulate sugar level in the blood and present their task. Present their task.	• Pictures /charts photographs showing mechanisms of regulation sugar level in the blood.			
COMPETENCE	GENERAL Objectives	M O N T H	E E K	MAIN TOPIC	SU B- TO PI C	P E R I O	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: 2015

Class/Stream: FORM THREE Subject: BIOLOGY

Grass, Stream	. I OKIVI IIIKEE									Subject. DioLogi	
		S		REGU	Bl		To assign tasks to	●Students to read	•		
		Е		LATIO	0		students in group to	on literature and			
		Р	2	N	0	4	read literatures and	outlines the			
		т			d		outlines the causes,	causes, symptoms			
		Ē			S		symptoms and effects	and effects of			
		- 1					of high and low sugar	high and low			
		M			u		level in the blood.	sugar level in the			
		В			g		To guide students	blood and present			
		E			а		to summarize major	their tasks.			
		R			r		ideas and make				
					r		conclusion on the				
					е		mechanisms of				
					g		regulating sugar level				
					ul		in the blood.				
					at						
-do-	-do-				io						
	40				n						
		H	\dashv	D.E.D.D.	C			•	•		
				R E P R O D U C				•	•		
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Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/Stream: FORM THREE

Name of School: **SHAMSIYE SECONDARY SCHOOL**TERM: **1 to 2**

Subject: **BIOLOGY**

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					n.							
	GENERAL	М	l v	MAIN TOPIC	SU	P						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	lκ		PI							
		Н			C	1 0						
					-							
						S						
Demonst	Acquire	S		REPRO	С		To guide students	• To discuss the	Flip charts	Biology		
rate,	basic	Е		DUCTIO	О		to discuss the meaning and	meaning and	• V.I.P.P cards	Forms 3		
appropri	knowledge,	Р		N	nc	2	importance of	importance of	carrying key	& 4		
ate use	principle	Т			е		reproduction.	reproduction.	message on	(TIE)		
of	and skills in	Е			pt		To summarize students responses and	• To observe a	reproduction	2007		
biological	evaluating	М			of		make necessary	variety of organisms	 Variety of 			
knowled	the role of	В			re		clarification.	displayed and	organism.			
ge,	physiologic	Е			pr		To observe a	discuss in groups				
concepts,	al	R			0		variety of organism which					
principle	processes				d		reproduce by seeds or	the ways in which				
s and	in plants		3		uc		vegetable.	the plants				
skills in	and				ti		To lead a plenary	reproduce by asexual				
evaluatin	animals.				О		discussion, make general comments and conclusion.					
g the role					n		comments and conclusion.	reproduction. • To discuss in				
of								groups the				
various								difference between				
physiolog								asexual and sexual				
ical								reproduction and				
processe								present their group				
s in								task.				
plants					M		To guide students	• To brainstorm the	Charts/photo	Fundam		+
and					ei		to brainstorm the meaning	meaning of meiosis.	graphs	entals of		
animals.					os		of meiosis using	meaning of filelosis.	showing	Biology		
					is		charts/photograph and	• To discuss on the	stages of	Book 3.		
					a		models showing stages of	significance of	meiosis.	DOOK 3.		
							meiosis.	meiosis in relation	Models			
					n d		To summarize	to reproduction.	showing			
					R		students responses and make conclusion.	to reproduction.	stages of			
							To lead a class		meiosis.			
	1		1		е	1	- 10 1000 0 01033	I	meiosis.	I	1	

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: 2015
Class/Stream: FORM THREE

Subject: BIOLOGY

COMPETENCE	GENERAL Objectives	M O N T H	V E E K	MAIN TOPIC R E P	pr o d uc ti o n SU B- TO PI C	P E R I O D S	discussion on the significance of meiosis in relation to reproduction. TEACHING ACTIVITIES • To display	LEARNING ACTIVITIES • To observe the	T/L MATERIAS • Prepare	REFER ENCES	ASSESSMENT	REMARKS
		E P T E M E B E R	4	R O D U C T I O N		2	charts/photograp hs/diagrams showing the events taking place in each stage of meiosis process. To lead a plenary discussion and make reflection on students responses to summarize major idea.	events taking place in meiosis and outline them. • Present for class discuss.	microscope slide on stages of meiosis Microscope Charts/ photographs models showing stages of meiosis.	Biology Zambak Publish ers.		
-do-	-do-		4		R e p r o d	2	 To provide guidelines to students for collecting various types of flowers. To lead a plenary discussion and make clarification and 	• To observe the collected flowers and identify different parts of the flower and describe their structures.	 Variety of flowers. Charts/mod els/photogra phs of flowers. 			

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: 2015
Class/Stream: FORM THREE

Subject: BIOLOGY

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			ct	conclusion on the	●To draw a well	-//-		
			iv	structure of a flower.	labelled diagram			
			e	 Lead students to 	of the named			
			in	identify and discuss	flower.			
			fl	reproductive parts of	To identify and			
			0	flowers.	discuss			
					reproductive			
			W		parts of a			
			e		flower.			
			ri					
			n					
			g					
			pl					
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Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: **2015**

TERM: 1 to 2 Class/Stream: FORM THREE Subject: **BIOLOGY**

COMPETENCE	GENERAL Objectives	M O N T H	V E E K	MAIN TOPIC	W e r. SU B- TO PI C	P E R I O	TEACHING ACTIVITIES To guide students	LEARNING ACTIVITIES • In groups to	T/L MATERIAS • Mouse/any	REFER ENCES	ASSESSMENT	REMARKS
-do-	-do-	O C T O B E R	Э	REPR ODUC TION	R e p r o d u ct io n in m a m m al s	4	 To guide students to identify male and female reproductive organs from the dissected mice. To lead a class discussion and make correction and clarification on the structures of male and female reproductive systems. 	identify in male and female reproductive organs from the dissected mice. To discuss on the structure of male and female reproductive systems and draw the diagrams.	 Mouse/any other small mammal Dissecting kit. Tray / dissecting board Chloroform Cotton wool Water. 	-//-		
			4		G a m e t e		 To lead a plenary discussion on gamete formation, liberation and meaning of gamete. To guide students to identify the phases of menstrual cycle and 	● To discuss in groups the process of gamete formation in mammals and liberation. ● To identify the	• Pictures showing formational liberation of gametes.			

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Subject: **BIOLOGY**

TERM: 1 to 2

Name of teacher: RAMADHANI KISUWA

Year: **2015**

COMPETENCE	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	r m at io n d fe rt ili z at io n B- TO PI C	P E R I O	events that take place in each phase. To guide students to discuss the process of fertilization pregnancy and child birth. TEACHING ACTIVITIES	phase of menstrual cycle and events that take place. Discuss on the process of ovulation and hormones involved in the process. To discuss in groups the process of fertilization pregnancy and child birth.	• Charts on fertilization process. T/L MATERIAS	-//- REFER ENCES	ASSESSMENT	REMARKS
Use appropriate skills to	Take appropriate precaution	N O V		REPRO DUCTIO N	M ul ti	S S	To lead as in groups to discuss factors affecting	• To discuss in groups the factors affecting	• Charts/drawin g depicting artificial			
solve various health related problems.	and measures against problems. Related to reproductive processes in plants and animals.	E M B E R	1		pl e Pr eg n a nc ie s.	2	fertilization. To lead students to discuss on meaning and importance of artificial insemination. To guide students to summarize the major responses and make general comments.	fertilization and present their tasks. • Discuss on meaning and importance of artificial insemination, and present their tasks.	insemination.	-//-		

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: **2015**

TERM: 1 to 2 Class/Stream: **FORM THREE** Subject: **BIOLOGY**

					Di		To lead students	• To discuss of	• Charts/			
					so		to discuss on meaning	meaning and causes	pictures on			
			1		rd		and causes of multiple	of multiple	multiple			
					er		pregnancies.	pregnancies.	pregnancies.			
					S		To lead a class	• Discuss on	• Charts	-//-		
					of		discussion and	differences between	/diagrams or	,,		
					R	4	summarize the major	identical and	pictures or			
			&		e		points on differences	fraternal twins.	pictures			
					pr		between identical and	To discuss in	showing			
			2		0		fraternal twins.	group different	identical and			
					d		 Lead students in 	types of disorders of	fraternal twins			
					uc		groups and discuss on	the human	Document			
					ti		types of disorders of the	reproductive	on disorders of			
					ve		human reproductive	system.	the human			
					sy		system.		reproductive			
					st		,		system			
					е							
					m							
	GENERAL	М	V	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		_	Ι.,		ъ.	Ι.						
		T	l K		PI							
		T H	K		PI C	' 0						
		H	K									
		T H	K			0						
	Take		K				Guiding students	• To discuss on	Documents			
	Take appropriate	N	K			0	Guiding students in groups with	• To discuss on causes and effects	Documents on the disorders			
	Take appropriate precautions		K			0	Guiding students in groups with questions to discuss on	causes and effects				
	appropriate	N O	K			0	in groups with		on the disorders	//-		
	appropriate precautions	N O V	K			0	in groups with questions to discuss on	causes and effects of the reproductive	on the disorders of the human	//-		
	appropriate precautions and measures	N O V E	K			0	in groups with questions to discuss on causes and effects of	causes and effects of the reproductive system disorders.	on the disorders of the human reproductive	//-		
	appropriate precautions and measures against	N O V E M	K			0	in groups with questions to discuss on causes and effects of the reproductive system	causes and effects of the reproductive system disorders. • To discuss	on the disorders of the human reproductive	//-		
	appropriate precautions and measures against problems	N O V E M B	K			0	in groups with questions to discuss on causes and effects of the reproductive system disorders.	causes and effects of the reproductive system disorders. To discuss possible remedies	on the disorders of the human reproductive	//-		
	appropriate precautions and measures against problems related to	N O V E M B	K			0	in groups with questions to discuss on causes and effects of the reproductive system disorders. • To lead a class	causes and effects of the reproductive system disorders. • To discuss possible remedies of the reproductive	on the disorders of the human reproductive	//-		
	appropriate precautions and measures against problems related to reproductive	N O V E M B	K			0	in groups with questions to discuss on causes and effects of the reproductive system disorders. To lead a class discussion on the	causes and effects of the reproductive system disorders. • To discuss possible remedies of the reproductive	on the disorders of the human reproductive	//-		
	appropriate precautions and measures against problems related to reproductive processes in	N O V E M B	K			0	in groups with questions to discuss on causes and effects of the reproductive system disorders. To lead a class discussion on the possible remedies of	causes and effects of the reproductive system disorders. • To discuss possible remedies of the reproductive	on the disorders of the human reproductive	//-		
-do-	appropriate precautions and measures against problems related to reproductive processes in	N O V E M B	K			0	in groups with questions to discuss on causes and effects of the reproductive system disorders. To lead a class discussion on the possible remedies of reproductive system	causes and effects of the reproductive system disorders. • To discuss possible remedies of the reproductive	on the disorders of the human reproductive	//-		

Name of School: **SHAMSIYE SECONDARY SCHOOL**

Name of teacher: RAMADHANI KISUWA

Year: **2015**

TERM: 1 to 2 Class/Stream: FORM THREE Subject: **BIOLOGY**

	· · OIMIVI IIIMEE										Sabject: Biologi	
					С		To guide students	• To brainstorm on	• Video, tapes			
					О		to brainstorm on the	the types of				
					m		types of complications	complications of	• Text on case			
			&		pli		of the reproductive	the reproductive	studies on			
					ca		systems.	system.	complications			
					ti		 To summarize the 		of the			
					О		major points on the		reproductive			
			3		ns		meaning of aborting,		system.	-//-		
					of		still birth, miscarriage	■ To discuss on				
					th		and ectopic pregnancy.	causes , effects of	• Video			
					е	6	 Lead students to 	complications of	tapes/charts			
					R		discuss on causes and	reproductive	pictures			
					е		effects of complications	system.	photographs			
					pr		of reproductive system.		showing			
					О		 To make 	 To discuss ways of 	complications			
					d		clarification and	minimizing	of the female			
					uc		conclusion.	complications and	reproductive			
					ti		 To guide students 	disorders of the	system.			
					ve		to discuss in groups	reproductive				
					sy		ways of minimizing	system.				
					st		complications and					
					е		disorders of the					
					m		reproductive system.					
	GENERAL	М	V	MAIN TOPIC	SU	P						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	lк		PI							
		Н			C	0						
						0						
						S						
		N			Se		Guide students to	Discuss on	• Pictures,			
		0			xu		discuss meaning of	meaning of the	charts and			
		V		REPRODU CTION	ali		sexuality sexual health	sexuality, sexual	photographs,			
		Ε		CITON	ty		and sexual behaviour.	health and sexual	video tapes			
		М			а		 Guide students in 	behaviour.	depicting			
		В			n		groups to discuss on	• Discuss in	cases of	-//-		
		Е			d		factors influencing	groups on factors	sexuality and			
		R			se		sexual behaviour in	influencing sexual				

Name of teacher: RAMADHANI KISUWA

Year: **2015**

Class/Stream: FORM THREE

Name of School: **SHAMSIYE SECONDARY SCHOOL**

TERM: 1 to 2

Subject: **BIOLOGY**

		Е			xu		different groups of	behaviour in	sexual			
		R			al		people.	different groups of	behaviours.			
					Н		Guide students to	people.				
					ea		discuss responsible and	 To discuss the 				
					lt		irresponsible sexual	responsible and	• Radio/video			
					h		behaviour and their	irresponsible sexual	tapes			
					а		impacts on one self,	behaviour and their	pictures/	-//-		
			4		n		family and community.	impacts.	charts			
-do-	-do-				d		To guide students	 Tabulate 	showing			
					R	4	to summarize outline	differences between	people with			
					es		ways of eradication	responsible and	different			
					р		irresponsible sexual	irresponsible sexual	sexual			
					О		behaviour in the family,	behaviour.	behaviours			
					ns		school and community.	Discuss the				
					ibl		To lead plenary	ways of eradicating				
					е		discussion and make	irresponsible sexual				
					se		clarifications on	behaviour.				
					xu		appropriate life skills	• Discuss on				
					al		required to cope with	appropriate life				
					b		adolescent sexuality	skills required to		-//-		
					е		and sexual behaviour	cope with				
					h		such as self esteem,	adolescent sexuality				
					av		problems solving and	and sexual				
					io		decision making.	behaviour.				
					ur							
	GENERAL	М	l v	MAIN TOPIC	SU	P						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	K	4	PI							
		Н			C	0						
						0						
						S						
		N			Fa		To lead student to	• To discuss on	• Various			
		0			m		discuss on the concepts	the concepts of	family planning			
		V			ily		of family planning and	family planning and	devices.			
		Е			pl		contraception.	contraception.	• Charts/			
		М			а	4	 Organize students 	 To discuss of 	pictures			
		В	4		n				photographs of			

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Year: **2015**

TERM: 1 to 2 Class/Stream: FORM THREE Subject: **BIOLOGY**

	_	_	 			1		,	
	Ε		ni	in groups and discuss of	various family	family planning	-//-		
	R		ng	various family planning	planning methods	devices.			
			a	and contraception	and contraception,				
			n	methods their	their advantages				
			d	advantages and	and disadvantages.				
			со	disadvantages	Importance of				
			nt	 Importance of 	family planning				
			ra	family planning and	contraception.				
			ce	contraception.					
			pt						
			io						
			n						
			М	 Lead students to 	 To discuss 	• Charts/			
			at	discuss on maternal	importance of	pictures and			
			er	and child care.	maternal and	photographs			
			n	 Assign students to 	child care.	of women			
			al	investigate	Present their	and children			
			a	socio-cultural	investigations for	living with			
			n	factors which affect	class discussion.	HIV/AIDS	-//-		
			d	maternal and child	 To discuss on ways 		//		
			ch	care.	of providing				
			ild	 To lead a class 	appropriate				
			ca	discussion on the	maternal and				
			re	ways of providing	child care for				
			.	appropriate	PLWHA				
				maternal and child					
				care for PLWHA					