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

	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:
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Name of School: .....

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

Subject: **BIOLOGY** 

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Demonstr	Development	J	3		Basic	6		Discussing basic		Biology	Students should
ate	appropriate	Α	-	INTRODU	concep		Organizing students in	biological	Variety of	for	be able to
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		
							forestry.		fields.		

Name of teacher:									Na	me of School:	
Year:								TER	RM <u>: 1 to 4</u>		
Class/Strea	am: <b>FORM ONE</b>								Sub	oject: <u>BIOLOGY</u>	
	GENERAL	М	V	MAIN TOPIC	SUB-TO	P					

	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	:
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TERM: 1 to 4

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Subject: **BIOLOGY** 

Name of School: .....

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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	skills in	R			laborat		the students in pairs to	surroundings,	colourful		participation of	
an skills on	everyday life,	Υ			ory.		take measurements,	taking	pictures,		themselves,	
everyday life.	promote ability				Oi y.		record their findings	measurements of	tapes, thermomet		answer the	
l ille.	to communicate							different	ers,			
	using biological						and present for class		weighing,		questions by	
	terms and						discussion. Guide	substances record	scales,		using	
	vocabularies.						students carry out	their findings are	various		measurements	
	vocabalaries.						simple biological	present. Using	objects		which is taken	
							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 raics.	laboratory.			

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Year: \_\_\_\_\_ Class/Stream: <u>FORM ONE</u> TERM: 1 to 4
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	GENERAL	М	V	MAIN TOPIC	SUB-TO	Р						
COMPETENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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		Н				<sub>0</sub>						
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						٦						
Demonstr	Develop	F		SAFETY IN	FIRST	6	Leading class	Discussing	Publication	Biology	Students should	
	· ·					١٥	_	1				
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	
е	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 t	eacher:									Na	me of School:	
Year:										TEF	RM <u>: 1 to 4</u>	
Class/Stre	am: <b>FORM ONE</b>									Sub	ject: <b>BIOLOGY</b>	
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	GENERAL	М	V	MAIN TOPIC	SUB-TO	Р						
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:
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TERM<u>: **1 to 4**</u>

Subject: **BIOLOGY** 

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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	Ι		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
e,	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 teacher:	Name of School:
Year:	TERM: 1 to 4
Class/Stream: FORM ONE	Subject: <b>BIOLOGY</b>

	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:
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Name of School: .....

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

Subject: **BIOLOGY** 

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Demonstra	Develop	М	2	Safety in	The	1	Leading a class on the	Discussing the	Charts on	Biology	Students should	
te	appropriate	Α		our	concept	2	definition of health and	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 teacher:	Name of School:
Year:	TERM <u>: <b>1 to 4</b></u>
Class/Stream: FORM ONE	Subject: <b>BIOLOGY</b>

		GENERAL	М	V	MAIN TOPIC	SUB-TO	P						
COMPE	TENCE	OBJECTIVES	0	E		PIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
			N	Е			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Name of teac	her:
Year:	

Class/Stream: **FORM ONE** 

TERM: 1 to 4 Subject: **BIOLOGY** 

Name of School: .....

Demonstr	Develop	М			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				s.		and diseases and their	infection and	suffering	ary	meaning of	
biological	knowledge, concepts,						differences, organizing	diseases, giving	from	Schools	infection and	
knowledg	principles and					6	a brainstorms session	out their views on	common	Forms 1 & 2,	diseases and	
e,	skills in			-//-			on common infections	common	infections	∝ ∠, ministr	their	
concepts,	everyday life,						and diseases such as	infections and	and	V	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						students group to	groups the causes,	people	d	common	
	using 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.			

TERMINAL EXAMINATION AND LONG VACATION.

Name of to	eacher:							Na	me of School:	
Year:								TER	M <u>: 1 to 4</u>	
Class/Stream: <b>FORM ONE</b>								Sub	ject: <u>BIOLOGY</u>	
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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
		N	Е			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Name of teacher:	
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Class/Stream: FORM ONE

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TERM: 1 to 4

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

diseases.

Name of teacher:	Name of School:
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Class/Stream: FORM ONE	Subject: <b>BIOLOGY</b>

	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: \_\_\_\_\_

Year: \_\_\_\_\_
Class/Stream: FORM ONE

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

Name of School: .....

Demonstr	Develop	S		Safety in	Care	Leading students in	Explain in groups	Charts/	Biology	Students should	
ate	appropriate	Ε		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,	Ε		structure	people	family, community, and	in family,	different	School	prowding care	
knowledg	concepts, principles and	М		and	living	school, through asking	community and	types of	s form	and support to	
e,	skills in	В		organizati	with	questions, guiding	schools, discussing	cell/	1-2	PLWHA in	
concepts,	everyday life,	E	4	on.	HIV/	students in groups to	in their groups	microscop		family	
principles	promote	R	Ċ	011.	AIDS	discus necessary care and	necessary care and	e slide/		community, to	
and skills	ability to	&			(PLWH	support services to be provided to PLWHA and	support services to be provided to	slides of		explain the	
	communicate				,	make clarification,	PLWHA, discussing			·	
every day	using	A			A) the	leading students in	the meaning of cell,	plant and		meaning of cell,	
	biological	U			concep	groups to discuss the	characteristic of	animal		types of call,	
	terms and	G			t of	meaning f cell and the	cell, observing	cell/		different parts	
	vocabularies	U			cell,	characteristic of cell,	different types of	charts		and functions of	
		S			cell	leading a class discussion	cells and	showing		plant and	
		Т			differe	on various type of cell,	differentiate their	plant and		animal cell.	
					ntiatio	functions do different	function and part of	animal			
			1		n.	parts of a plant and	a plant and animal	cells			
						animal cell, guiding	cell discuss the				
						students in how to	importance of cell				
						prepare slides charts and	differentiation and				
						models of plant and	formation of tissue				
						animal cells, leading class	organs, body				
						discussion on the	system.				
			2			similarities and					
			۷			differences of plant and					
						animal.					

Name of teacher:	Name of School:
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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
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Name of teacher:	
Year:	

Name of School: .....

TERM: 1 to 4

Class/Stre	am: <b>FORM ONE</b>							Subject: <b>BIOLOGY</b>					
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	0		ent cell	t of		support to PLWHA in	support to PLWHA in family, community	/showing		importance of		
biological	knowledge, 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		
e,	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 using	Р	1		A) the		provide PLWHA and	meaning of cell,	plant and	School	meaning of cell,		
	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 teacher:	Name of School:
Year:	TERM: 1 to 4
Class/Stream: FORM ONE	Subject: <b>BIOLOGY</b>

	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:	

Name of School: .....

TERM: 1 to 4

Subject: **BIOLOGY** 

Class/Stream: **FORM ONE** 

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Group	Classify living	Ν	4	Classificat	Concep	1	"	Collecting variety of			Students should	
organisms	organisms in	0		ion of	t of	2		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		importance,	
				•			and group organisms	participating in the		ary	•	
difference		E		living			according to their similarities and differences	session by giving out	living	School	explain the	
S.		R		things,				their views and	organisms/	s form	structure of	
		&		viruses.			organizing a brainstorm 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	
		_					classification system,	discussing the major	things.		viruses.	
		_					designing simple practical	group of living	tilligs.		vii uses.	
		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 te	eacher:							Na	me of School:	••••
Year:								TEF	RM <u>: 1 to 4</u>	
Class/Strea	am: <b>FORM ONE</b>						-	Sub	oject: <u><b>BIOLOGY</b></u>	
	GENERAL	М	V	MAIN TOPIC	SUB-TO	Р				

	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<u>: 1 to 4</u>

Subject: **BIOLOGY** 

Group organisms according to their similaritie s and difference s.	Classify living organisms in their respective kingdoms, phyla/division	N O V E M B E R	3	Classificat ion of living organism, major groups of living things, viruses.	Kingdo m Monera Kingrom Protista	2	Organizing students in groups to observe charts of representative organisms of the 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 bacteria, guiding students to group organism according to their similarities and differences and their phyla, leading students in groups to identify structures of amoeba, euglena, paramecium and plasmodium leading a brainstorm session of advantages and disadvantages of representative organisms under the kingdom protoctista.	Observing charts of representative organisms of the kingdom monera and outlining the general and distinctive features of bacteria discussing advantages and disadvantages of bacteria and characteristic of pathogen and non pathogen bacteria observing charts or preserved specimen and group the organisms according to their similarities and different and state their phyla identify and outlining structure of amoeba, euglena, paramecium, plasmodium, brainstorm on the advantages and disadvantages of the kingdom protoctista.	charts/ pictures/ preserved specimen of amoeba, euglena/ charts models/ pictures of bacteria/ yoghurt/ cheese/ root includes leguminou s plants.				
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ANNUAL EXAMINATIONS AND LONG VACATION.