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

COMPETENCE	GENERAL	М	W	MAIN	SUB-T	P						
	OBJECTIVES	0	E	TOPIC	OPIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
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Year:	
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TERM: 1 to 4
Subject: BIOLOGY

Class/Stream: **FORM ONE** 

Demonstrate	Development	J	3		Basic	6		Discussing basic		Biolog	Students	
appropriate	appropriate	Α	-	INTRODU	concep		Organizing students in	biological	Variety of	y for	should be able	
use of	use of	Ν	4	CTION	ts and		group to discuss the	concepts and	living	Secon	to explain the	
biological	biological	U		ТО	termin		basic biological	terminologies,	things and	dary	meaning of the	
knowledge,	knowledge,	Α		BIOLOGY	ologies		concepts and	discussing the	non living	School	basic biological	
concepts,	concepts,	R			of		terminologies,	characteristics of	things/cha	s Form	concepts and	
principles	principles	Υ			biology		organize students in	living things, and	rts/diagra	1 & 2	terminologies,	
and skills on	and skills in						group to discuss the	studying	ms/showi		outline the	
everyday life.	everyday life						characteristics of living	biological,	ng the		characteristics	
	promote						things, importance of	discussing the	characteri		of the living	
	ability to						life, living things and	relationships	stic of		things , explain	
	communicate						studying biology,	between biology	living		the importance	
	using						guiding students in	and other fields.	things/		of studying	
	biological						group to discuss the		magazines		biology.	
	terms and						relationship between		/journals			
	vocabularies.						biology and other		on			
							science fields such as		biological			
							agriculture, medicine,		science			
							pharmacy, nutrition,		and			
							forestry.		related			
									fields.			

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Class/Stream: FORM ONE Subject: BIOLOGY												
COMPETENCE	GENERAL	М	W	MAIN	SUB-T	P						
	OBJECTIVES	0	E	TOPIC	OPIC	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

Demonstrate	Develop	F	2	INTRODU	Scientif	9	Assigning activities to	Carrying out	Variety of	Biology	Students	
appropriate	appropriate	Ε	-	CTION	ic		students that will lead	activities and use	living things	for	should be able	
use of	use of	В	3	то	proces		them using various	their sense organs	and non	Second	to carry out the	
biological	biological 	R		BIOLOGY	s in		sense organs to	to make correct	living things	ary	assigned	
knowledge,	knowledge,	U			biology		observe different	observation of	materials	Schools	activities that	
concepts, principles an	concepts, principles, and				the		condition in the	different	eg. Hot water, ice,	From 1 & 2	observed by	
skills on	skills in	A			biology		surroundings, leading	conditions in the	colourful	1 0 2	individual;	
everyday life.	everyday life,	R			laborat		the students in pairs to	surroundings,	pictures,		participation of	
	promote	Υ			ory.		take measurements,	taking	tapes,		themselves,	
	ability to						record their findings	measurements of	thermomet		answer the	
	communicate						and present for class	different	ers,		questions by	
	using						discussion. Guide	substances record	weighing,		using	
	biological						students carry out	their findings are	scales,		measurements	
	terms and						simple biological	present. Using	various		which is taken	
	vocabularies.						experiments such as	guidelines to	objects		by themselves,	
							observing specimen	carry out simple	such as boxes,		describe.	
							using handlens	biological	specimen			
							investigating habits of	experiments'	apparatus			
							different organisms,	records, analyse,	organisms,			
							leading students to	accurately	soil, a			
							describe the biology	present their	variety of			
							laboratory and	findings,	biology			
							laboratory rules.	describing the	laboratory			
								biology laboratory	tools list of			
								and discuss	biology			
								laboratory rules.	laboratory.			

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COMPETENCE	GENERAL	М	W	MAIN	SUB-T	P						
	OBJECTIVES	0	E	TOPIC	OPIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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		н				n						
						п						
						0						
						5						
Demonstrate	Develop	F		SAFETY	FIRST	6	Leading class	Discussing	Publicatio	Biolog	Students	
appropriate	appropriate	E		IN OUR	AID		discussion on the	meaning and	n of first	y for	should be able	
use of	use of	В		ENVIRON			meaning and	importance of	aid /first	Secon	to explain,	
biological	biological	R		MENT.			importance of first aid	first aid at home	aid	dary	meaning and	
knowledge	knowledge,	U					to home and at school,	and school,	kit/charts	School	importance of	
concepts,	concepts,	Α					competent of first aid	observing and	on	s form	first aid, to	
principles	principles	R	4				kit and their uses.	identifying	componen	1 & 2	draw and label	
and skills on	and skills in	Υ						components of	ts /of first		components of	
every day	everyday life,						Guiding students to	first aid kit,	aid kit and		first aid kit to	
life.	promote						explain how to give	brainstorm on	their uses.		participate in	
	ability to						first aid to various	ways of giving			practicing	
	communicate						victims, risk and safety	first aid to various			proper	
	using						precaution.	victims, carrying			procedures of	
	biological							out a guided			giving first aid.	
	terms and							practice of giving				
	vocabularies.							first aid to various				
								victims.				

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Class/Strea	m: <b>FORM ONE</b>									Subje	ct: <b>BIOLOGY</b>	
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					IVIIL	וו כ	LINIVI LAAIVIIIVAI IO	IN AND BILAK				
COMPETENCE	GENERAL	М	W	MAIN	SUB-T	Р						
	OBJECTIVES	0	E	TOPIC	OPIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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Name of teacher:	Name of School:
Year:	TERM <u>: <b>1</b> to <b>4</b></u>
Class/Stream: FORM ONE	Subject: <b>BIOLOGY</b>

appropriate appropriate P our at use of R 3 environm home biological biological I ent. and	
biological   biological   I   ent.   and	
knowledge, knowledge, L school	
concepts, concepts, & waste	
principles, principles M dispos	
and skills on and skills in A & al.	
everyday life.   everyday life,   R	
promote C C	
ability to H	
communicate	
biological and   4	
vocabularies.	
COMPETENCE GENERAL M W MAIN SUB-T P	
	SMENT REMARKS
OBJECTIVES O E TOPIC OPIC E LEARNING ACTIVITIES T/L REFER ASSESSI	IMENI REMAKKO
N E R TEACHING ACTIVITIES MATERIAS ENCES	
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Name of teacher:	
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Class/Stream: FORM ONE

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Demonstrate	Develop	М	2	Safety in	The	1
appropriate	appropriate	Α		our	concept	2
use of	use of	Υ		environme	of	
biological	biological	&		nt.	health	
knowledge,	knowledge,	Α			and	
concepts,	concepts,	Р	&		immuni	
principles and	principles and	R			ty	
skills on	skills in	ı			persona	
everyday life.	everyday life,	L			1	
	promote				hygiene	
	ability to		3		and	
	communicate				good	
	using				manner	
	biological				S.	
	terms and		&			
	vocabularies.					
			4			
			&			
			1			

Name of School: .....

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Subject: BIOLOGY

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COMPETENCE	GENERAL	М	W	MAIN	SUB-T	P						
	OBJECTIVES	0	E	TOPIC	OPIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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		Н				0						
		"				0						
						S						
Demonstrate	Develop	М			Infecti							
appropriate	appropriate	Α			ons an							
use of	use of	Υ	2		diseas							
biological	biological knowledge,				es.							
knowledge,	concepts,											
concepts,	principles					6						
principles	and skills in			-//-								
and skills	everyday life,											
every day.	promote											
	ability to											
	communicate											
	using		3									
	biological terms and											
	vocabularies.											
	vocabalaries.											
			4									

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

	TERMINAL EXAMINATION AND LONG VACATION.													
COMPETENCE	GENERAL	М	W	MAIN	SUB-T	P								
	OBJECTIVES	0	E	TOPIC	OPIC	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

Demonstrate	Develop	Α	3		Human	1
appropriate	appropriate	U			Immun	2
use of	use of	G			e	
biological	biological	υ	&		Deficie	
knowledge,	knowledge, concepts,	S			ncy	
concepts,	principles	Т	4		Virus	
principles	and skills in	&		-//-	(HIV)	
and skills	everyday life,	J		//	Acquir	
every day	promote	υ	&		ed	
	ability to	L			Immun	
	communicate	Υ			e	
	using biological		1		Deficie	
	terms and				ncy	
	vocabularies				Syndro	
					me	
			2			

Name of School: .....

TERM: 1 to 4

Name of te	acher:	Name	Name of School:									
Year:		TERM	TERM <u>: <b>1 to 4</b></u>									
Class/Stream: FORM ONE Subject: BIOLOGY												
COMPETENCE	GENERAL	М	W	MAIN	SUB-T	P						
	OBJECTIVES	0	E	TOPIC	OPIC	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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Class/Stream: FORM ONE

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Demonstrate	Develop	S		Safety in	Care	
appropriate	appropriate	E		our	and	
use of	use of	Р	3	environm	suppor	
biological	biological knowledge,	Т		ent cell	t of	
knowledge,	concepts,	E		structure	people	
concepts,	principles	М		and	living	
principles	and skills in	В		organizati	with	
and skills	everyday life,	Е	4	on.	HIV/	
every day	promote	R			AIDS	
	ability to	&			(PLWH	
	communicate using	Α			A) the	
	biological	υ			concep	
	terms and	G			t of	
	vocabularies	υ			cell,	
		S			cell	
		Т			differe	
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Name of School: .....

TERM: 1 to 4

Name of teacher: Name of School:												
Year:		TERM	TERM <u>: <b>1 to 4</b></u>									
Class/Stream: FORM ONE Subject: BIOLOGY												
COMPETENCE	GENERAL	М	W	MAIN	SUB-T	P						
	OBJECTIVES	0	E	TOPIC	OPIC	E		LEARNING ACTIVITIES	T/L	REFER	ASSESSMENT	REMARKS
		N	E			R	TEACHING ACTIVITIES		MATERIAS	ENCES		
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				SCHE	ME OF WORK			
Name of teacher:							Name of School:	
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Class/Stream: <b>FORM</b>	<u> 1 ONE</u>						Subject: <b>BIOLOGY</b>	
Explaining in groups importance e providing care and support to PLWHA in family, community and school, discussing in their groups necessary care and support services to be provided to PLWHA, discussing the meaning of cell, characteristic of cells, observing different types of cells, discussing various types of cells and differentiate their function and part of plant and animal cells discuss the importance of	Charts/ models/ magazines/ showing different types of cell/ microscope slide/ slides of plant and animal cells/ charts showing plant and animal cells.	Biolog y for Secon dary School s form 1-2	Students should be able to explain importance of prowding care ad supporter to PLWHA in family and community, to explain the meaning of cell, different parts and functions of plant a animal cell.				Subject. <u>Biologi</u>	
cell differentiation			l					

MIDTERM EXAMINATION AND BREAK

and formation of tissues organs, body

system.

TEACHING ACTIVITIES

LEARNING ACTIVITIES

T/L

MATERIAS

Name of teacher:
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ASSESSMENT

REMARKS

TERM: 1 to 4

REFER

**ENCES** 

COMPETENCE	GENERAL	М	W	MAIN	SUB-T	Р
	OBJECTIVES	0	E	TOPIC	OPIC	E
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		T	K			ı
		Н				0
						0
						S
Group	Classify living	N	4	Classificat	Conce	
organisms	organisms in	0		ion of	pt of	
according to	their	V		living	classifi	
their	respective kingdoms,	E		organism,	cation.	
similarities	phyla/divisio	М	1	major		
and	n	В		groups of		
differences.		E		living		
		R		things,		
		&		viruses.		
		0				
		C	•			
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COMPETENCE	GENERAL	М	W	MAIN	SUB-T	
	OBJECTIVES	0	E	TOPIC	OPIC	
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Name of teacher:
Year:
Class/Stream: <b>FORM ONE</b>

Name of School: .....

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

Subject: **BIOLOGY** 

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Group	Classify living	N		Classificat	Kingdo	1	Organizing students in	Observing charts of	Charts/		
organisms	organisms in	0		ion of	m	2	groups to observe charts of	representative	pictures/		
according to	their	V		living	Monera		representative organisms of	organisms of the	preserved		
their	respective	E	3	organism,			the monera and leading a	kingdom monera and	specimen		
	kingdoms,		)		Kingro		class discussion on the	outlining the general	l -		
similarities	phyla/divisio	М		major	m Protista		general and distinctive	and distinctive	of		
and	l n	В		groups of			features of bacteria, leading	features of bacteria	amoeba,		
differences.		Е		living	FIULISLA		a class discussion on	discussing advantages	euglena/		
		R		things,			advantages and	and disadvantages of	charts		
		'`					disadvantages of bacteria,	bacteria and			
				viruses.			characteristic of pathogenic	characteristic of	models/		
							and non pathogenic	pathogen and non	pictures of		
							bacteria, guiding students	pathogen bacteria	bacteria/		
							to group organism	observing charts or	yoghurt/		
							according to their	preserved specimen			
							similarities and differences	and group the	cheese/		
							and their phyla, leading	organisms according	root		
							students in groups to	to their similarities	includes		
			4				identify structures of	and different and	leguminou		
							amoeba, euglena,	state their phyla	s plants.		
							paramecium and	identify and outlining	s plants.		
							plasmodium leading a	structure of amoeba,			
							brainstorm session of	euglena, paramecium,			
							advantages and	plasmodium,			
							disadvantages of	brainstorm on the			
							representative organisms	advantages and			
							under the kingdom	disadvantages of the			
							protoctista.	kingdom protoctista.			
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ANNUAL EXAMINATIONS AND LONG VACATION.

**KUPATA FULL SCHEME** 

**KUPATA FULL SCHEME** 

Name of teacher:
Year:
Class/Stream: <b>FORM ONE</b>
TUTAFUTE
GMK ACADEMIC SOLUTION
UTACHANGIA SH. 2000
0744772722

Name of School: .....

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