

SCHEME OF WORK

Name of teacher:

Year: _____

Class/Stream: **FORM ONE**

Name of School:

TERM: **1 to 4**

Subject: **BIOLOGY**

COMPETENCE	GENERAL OBJECTIVES	M O N I T H	W E E K	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

SCHEME OF WORK

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Subject: **BIOLOGY**

Demonstrate appropriate use of biological knowledge, concepts, principles and skills on everyday life.	Development appropriate use of biological knowledge, concepts, principles and skills in everyday life promote ability to communicate using biological terms and vocabularies.	J A N U A R Y	3 - 4	INTRODU TION TO BIOLOGY	Basic concep ts and termin ologies of biology	6	Organizing students in group to discuss the basic biological concepts and terminologies, organize students in group to discuss the characteristics of living things, importance of life, living things and studying biology, guiding students in group to discuss the relationship between biology and other science fields such as agriculture, medicine, pharmacy, nutrition, forestry.	Discussing basic biological concepts and terminologies, discussing the characteristics of living things, and studying biological, discussing the relationships between biology and other fields.	Variety of living things and non living things/charts/diagrams/showing the characteristic of living things/magazines/journals on biological science and related fields.	Biolog y for Seco ndary School s Form 1 & 2	Students should be able to explain the meaning of the basic biological concepts and terminologies, outline the characteristics of the living things , explain the importance of studying biology.	
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Demonstrate appropriate use of biological knowledge, concepts, principles and skills on everyday life.	Develop appropriate use of biological knowledge, concepts, principles, and skills in everyday life, promote ability to communicate using biological terms and vocabularies.	F E B R U A R Y	2 - 3	INTRODUCTION TO BIOLOGY	Scientific processes in the biology laboratory.	9	Assigning activities to students that will lead them using various sense organs to observe different condition in the surroundings, leading the students in pairs to take measurements, record their findings and present for class discussion. Guide students carry out simple biological experiments such as observing specimen using handlens investigating habits of different organisms, leading students to describe the biology laboratory and laboratory rules.	Carrying out activities and use their sense organs to make correct observation of different conditions in the surroundings, taking measurements of different substances record their findings are present. Using guidelines to carry out simple biological experiments' records, analyse, accurately present their findings, describing the biology laboratory and discuss laboratory rules.	Variety of living things and non living things materials eg. Hot water, ice, colourful pictures, tapes, thermometers, weighing, scales, various objects such as boxes, specimen apparatus organisms, soil, a variety of biology laboratory tools list of biology laboratory.	Biology for Secondary Schools From 1 & 2	Students should be able to carry out the assigned activities that observed by individual; participation of themselves, answer the questions by using measurements which is taken by themselves, describe.	
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Demonstrate appropriate use of biological knowledge concepts, principles and skills on every day life.	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies.	F E B R U A R Y	4	SAFETY IN OUR ENVIRONMENT.	FIRST AID	6	<p>Leading class discussion on the meaning and importance of first aid to home and at school, competent of first aid kit and their uses.</p> <p>Guiding students to explain how to give first aid to various victims, risk and safety precaution.</p>	Discussing meaning and importance of first aid at home and school, observing and identifying components of first aid kit, brainstorm on ways of giving first aid to various victims, carrying out a guided practice of giving first aid to various victims.	Publication of first aid /first aid kit/charts on components /of first aid kit and their uses.	Biology for Secondary Schools form 1 & 2	Students should be able to explain, meaning and importance of first aid, to draw and label components of first aid kit to participate in practicing proper procedures of giving first aid.	

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MID TERM EXAMINATION AND BREAK

COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB-TOPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
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Name of School:

TERM: 1 to 4

Subject: **BIOLOGY**

Demonstrate appropriate use of biological knowledge, concepts, principles, and skills on everyday life.	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate biological and vocabularies.	A P R I L & M A R C H	3 4 & 1	Safety in our environm ent.	Safety at home and school waste dispos al.	9						
COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E K	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

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Demonstrate appropriate use of biological knowledge, concepts, principles and skills on everyday life.	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies.	M A Y & A P R I L	2 3 4 5 6 7 8 9 10 11 12	Safety in our environment.	The concept of health and immunity personal hygiene and good manners.	1 2
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TERMINAL EXAMINATION AND LONG VACATION.

COMPETENCE	GENERAL OBJECTIVES	M O D E L T H	W E E K	MAIN TOPIC	SUB-T OPIC	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS
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Demonstrate appropriate use of biological knowledge, concepts, principles and skills every day	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies	A U G U S T & J U L Y	3 4 1 2	-//-	Human Immun e Deficie ncy Virus (HIV) Acquir ed Immun e Deficie ncy Syndro me	1 2
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Demonstrate appropriate use of biological knowledge, concepts, principles and skills every day	Develop appropriate use of biological knowledge, concepts, principles and skills in everyday life, promote ability to communicate using biological terms and vocabularies	SEPTEMBER & AUGUST	3 4 1 2	Safety in our environment cell structure and organization.	Care and support of people living with HIV/AIDS (PLWHA) the concept of cell, cell differentiation.		
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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 cell differentiation and formation of tissues organs, body system.	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 providing care ad supporter to PLWHA in family and community, to explain the meaning of cell, different parts and functions of plant a animal cell.	
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MIDTERM EXAMINATION AND BREAK

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Group organisms according to their similarities and differences.	Classify living organisms in their respective kingdoms, phyla/division	N O V E M B E R & O C T O B E R	4 1 2	Classificat ion of living organism, major groups of living things, viruses.	Conce pt of classifi cation.							
COMPETENCE	GENERAL OBJECTIVES	M O N T H	W E E K	MAIN TOPIC	SUB-TOPIC							

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Group organisms according to their similarities and differences.	Classify living organisms in their respective kingdoms, phyla/division	N O V E M B E R	3	Classification of living organism, major groups of living things, viruses.	Kingdom Monera Kingdom Protista	1	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 protista.	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 protista.	Charts/ pictures/ preserved specimen of amoeba, euglena/ charts models/ pictures of bacteria/ yoghurt/ cheese/ root includes leguminous plants.			
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ANNUAL EXAMINATIONS AND LONG VACATION.

KUPATA FULL SCHEME

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GMK ACADEMIC SOLUTION

UTACHANGIA SH. 2000

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