Name of teacher:
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Name of School: \_\_\_\_\_

Year: .....

TERM: 1 to 2

Class/Stream: FORM THREE

Subject: **BIOLOGY** 

	GENERAL	М	٧	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		
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Name of teacher:	
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Name of School: .....

Year: .....

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

		J		С	Ki		<ul><li>● Grouping</li></ul>	●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	<ul><li>Pictures of</li></ul>	m 3	
ms	s in their	Α		S	0			observable	conifers e.g.	& 4	
accordi	respectiv	R		1	m			features.	Pine, cypress,	(TIE)	
ng to	e	Υ		F	pl				spruce, cedar.	&	
their	kingdom		3	1	а			<ul><li>Discussing</li></ul>		Fun	
similari	S			С	n		<ul><li>Leading of a class</li></ul>	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	
				N	si		canifero phyla.	structure of pine		Воо	
					0			drawing and		k 3	
					n C		<ul><li>Leading a class</li></ul>	labelling it.		J.M	
					a		discussion on the	labelling it.		Mw	
					ni		structure of pine.	<ul> <li>Outlining</li> </ul>		anik	
					fe			advantages and		i &	
					ro		<ul><li>Leading a class</li></ul>	disadvantages of		G.G	
					Р		discussion on the	plants under		Geo	
					h		advantages and	division		ffrey	
					yl		disadvantages of	coniferophyla.		&	
					а		plants under			Hu	
							division			man	
							coniferophyla.			Biol	
										ogy	
										Zam	
										bek	
										Publ	

Name of teacher: <u></u>	Name of School:
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Year: ......

Class/Stream: FORM THREE

Subject: BIOLOGY

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	GENERAL	М	٧	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	Ε		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
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		н			C	0						
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Name of School: \_\_\_\_\_\_\_
TERM: 1 to 2

Subject: **BIOLOGY** 

Year: .....

Class/Stream: FORM THREE

		J		DI	<ul><li>Grouping</li></ul>	●Students in	<ul><li>Flowers</li></ul>		Students should	
Group		A	CLASSIFI	VI	students and	their groups to	from dicots		be able to explain	
of	Classify	N	CATION	SI	guiding them on	observe a	and		general and	
organis	organism	υ	OF	0	observing variety of	variety of	monocots.		distinctive	
ms	s in their	A	LIVING	N A	flowering plants.	flowering plants			features of	
accordi	respectiv	R	THINGS.	N		and record their	<ul><li>Fruits and</li></ul>		division	
ng to	е	Υ		G	<ul><li>Leading a class</li></ul>	observable	seeds of		Angiospermophyt	
their	kingdom			ı	discussion on	features.	flowering		a.	
similari	S			0	general and	<ul><li>Discussing the</li></ul>	plants.			
ties	phylum/			s	declarative features	general and				
and	division			P	of division	distinctive	<ul><li>A variety</li></ul>			
differen	and			E	Angiospermophyta.	features of	of flowering			
ces.	class.			R		division	plants.	-//-		
		4		М О	<ul><li>Leading a class</li></ul>	Angiospermoph				
				P	discussion on the	yta.				
				н	structure of					
				Y	representative of	•Discussing the				
				т	representative	structure of				
				Α	plants of class	representative				
				(F	Monocotyledon	plants of the				
				lo	and Dicotyledon.	two classes.				
				w		•Drew and label				
				er in		the				
				1 1		representative				
				g Pl		plants under				
				a		each class.				
				nt						
				s)						

Name of teacher: Name of School:												
Year:										TERM: 1 to 2		
Class/Stream: FORM THR	EE									Subject: <b>BIOLOGY</b>		
GENERAL COMPETENCE OBJECTIVES	M O N T	1	MAIN TOPIC	SU B- TO PI C	P E R I	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS	

Name of teacher:	
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Name of School: \_\_\_\_\_

Year: .....

Class/Stream: FORM THREE

TERM: 1 to 2 Subject: BIOLOGY

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		J	4		D	4	Grouping students	Students in their	●Flowers		-The students
		Α		CLASSIFI	IV		and guiding them in	groups to	from dicots		should be able to
		N		CATION	IS		observing variety of	observe a variety	and monocots		Explain general and
		U		OF	1		flowering plants.	of flowering	<ul><li>Fruits and</li></ul>		distinctive features
		Α		LIVING	0			plants and record	seeds of		of division
		R		THINGS.	N		-Leading a class	the observed	flowering		Angiospermophyta.
		Υ			Α		discussion on:-	features.	plants.		
					N		General and	Discussing the	●A variety of		Outline the
					G		distinctive features	general and	flowering		distinctive features
					1		of division	distinactive	plants.		of each class of the division
					0		Angiospermophyta.	features of			Angiospermophyta.
					S			division	● A variety of		Aligiosperiliophyta.
					Р		The classes and	Angiospermophyta.	monocotyled		
					Е		general and		onous and	-//-	
-do-	-do-				R		distinctive features	Discussing the	dicotyledono	//	
					М		of class	general and	us plants.		
					0		Monocotyledoneae	distinactive	Grains		
					Р		and Dicotyledoneae.	features of the	(maize,		
					Н			class of division	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		
					а				THE GIVISION		
					nt						

Name of tead	cher: <u></u>		•••••	·····					Name	of Schoo	: <u></u>	
Year:	: FORM THREE										TERM: 1 to 2 Subject: BIOLOGY	
					s)							
COMPETENCE	GENERAL Objectives	M 0 N T H	E E K	MAIN TOPIC	SU B- TO PI C	P E R I	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS

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Name of teacher: <u></u>	Name of School:
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Year: ......

Class/Stream: FORM THREE

Subject: BIOLOGY

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							Organizing a	Brainstorm on	<ul><li>A charts on</li></ul>		Students should be	
							brainstorming session	the advantages	the		able to explain	
							on advantages and	and disadvantage	representative		advantages and	
							disadvantages of	of Kingdom	plants under		disadvantages	
							kingdom Plantae	Plantae, division	the division	-//-	Angiospermophyta.	
							division	Angiospermophyta	Angiospermop			
							Angiospermophyta.		hyta.			
							<ul> <li>To clarify students</li> </ul>					
							responses.					
Demonstrat	Acquire basic	F			Conc		Guiding	Brainstorming	<ul><li>Variety of</li></ul>		Giving quiz to	
e	knowledge,	E			ept		students to brainstorm	on meaning of	Organisms		observe how	
approximat	principles,	В		М	of		on the meaning of	movement and	such as insects		accurate can the	
e use of	concepts and	R		0	Mov		movement and	locomotion.	fish and		student explain the	
biological	skills in	U		V	eme		locomotion.		mouse.		concepts of	
knowledge,	evaluating	Α		E	nt		<ul> <li>Leading a class</li> </ul>	<ul> <li>Discuss the</li> </ul>			movement and	
concepts,	the roles of	R		М	and	4	discussion on	differences	Charts on		locomotion.	
principles	physiological	Υ		E	Loco		differences between	between	locomotion/m			
and skills in	processes in			N	moti		the two concepts.	movement and	ovement of	-//-	Observing of the	
evaluating	plants and			Т	on.			locomotion.	different		student can be able	
the roles of	animals.						Organizing	<ul><li>In groups to</li></ul>	organisms.		to demonstrate	
various			1				students in groups to	discuss the			movement	
physiologica							discuss the importance	importance of	<ul><li>Pictures/</li></ul>		locomotion actions.	
l processes							of movement in plants	movement in	drawings of			
in plants							and animals.	plants and animals.	various			
and									organisms			
animals.							Design activity for	● In groups, to	depicting			
							students to	perform various	movement and			
							demonstrate	actions depicting	locomotion.			
							movement and	movement and				
						1	locomotion.	locomotion.				

Name	٥f	teacher:	
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Name of School: ......
TERM: 1 to 2

Year: .....

	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		
		T	K	d	PI							
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						0						
						S						
		F E B R U A R Y	2				Guiding students through questions and answers to give differences between movement and locomotion.	Pointing the differences between movement and locomotion.	Variety of organisms such as insects, fish and mouse.	-//-	Give out quick to check if students can accurately explain the concept of movement and locomotion.	
-do-	-do-											

Name of teacher:	Name of School:
Year:	TERM: 1 to 2
Class/Stream: FORM THREE	Subject: <b>BIOLOGY</b>

	М			Guiding students in	• In groups,	<ul><li>Model of</li></ul>		
	0	М		groups in examining the	examining the	Human skeleton.		
	V	ov		model of human	picture /model of			
	E	e		skeleton.	human skeleton and			
	М	m			identify its major			
	E	e	2	<ul> <li>Leading a class</li> </ul>	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		
		e		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.			
					i e			

		SCHEME O	F WORK				
Name of teacher:	 			Name	of Schoo	l: <u></u>	•••••
Year:						TERM: 1 to 2	
Class/Stream: FORM THREE						Subject: <b>BIOLOGY</b>	
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	GENERAL	М	١	MAIN TOPIC	SU	Р					
COMPETENCE	OBJECTIVES	1 0	l		B-	ΙE	LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS

TEACHING ACTIVITIES

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Name of School: \_\_\_\_\_\_\_
TERM: 1 to 2

Subject: **BIOLOGY** 

Year: ......

Class/Stream: FORM THREE

	FEBRUARY			Muscles		Organizing a	Brainstorm on	<ul><li>◆ Charts/diagr</li></ul>			
				and		brainstorming session	meaning of	ams/picture		Administer quiz to	
				Moveme		on machining of	muscles.	of different		see the ability of a	
			M	nt		muscles		types of		student to explain	
			0				<ul><li>Observing in</li></ul>	muscles.		how muscles	
		2	v			<ul> <li>Leading a class</li> </ul>	groups		-//-	facilitate	
		&	E			discussion on types of	charts/models			movement.	
		3	M			muscles.	pictures of				
			E				different muscles			To check if the	
			N				and identity their			student is able to	
			T				differences.			describe the	
						Design an activity	● In pairs to	• Charts/diagr		structure of muscles	
-do-						for students to	perform various	ams/photog		by asking question.	
						demonstrate the role	actions depicting	raph of	-//-		
						of muscles in	the role of	muscles			
						movement.	muscles in				
					6		movement.				
						<ul> <li>To lead a class</li> </ul>	•In groups to				
						discussion on the	observe/diagrams				
						structure of muscles.	of muscles and				
							discuss its		-//-		
							structure.				
							<ul><li>To draw and</li></ul>				
							●label the				
							structure of				
							biceps, during				
							bending and				
							stretching of the				
							arm.				

Name o	of teacher: <u></u>	

Name of School: .....

Year: .....

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

	GENERAL	М	۷	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	l e		TO	R	TEACHING ACTIVITIES			ENCES		
		T			PI							
			"			-						
		Н			C	0						
						0						
						S						
		F			2.		To lead a class	● In groups to	Models/pictur		To check if a student is	
		E			3		discussion on the	observe	es/diagrams		able to explain causes,	
		B R			М		adaptations of different	pictures/diagrams	of muscles.		effects and preventive	
		Ü			ov		types of muscles to	of different types of			measures of muscle	
		A			е		their roles.	muscles and discuss			cramps by giving a	
		R			m			their adaptations.			short test.	
		Υ			е		<ul> <li>To guide students</li> </ul>					
					nt		in groups through	<ul><li>In groups to</li></ul>		-//-		
					in		questions and answer	discuss causes,				
					pl		to discuss on causes,	effects and				
					а		effects and preventive	preventive				
					nt	4	measures of muscles	measures of				
do-	-do-				s.	'	craps.	muscles cramps				
			4									

Name of teacher:	Name of School:
Year:	TERM: 1 to 2

	. I OINIVI IIIINEE	_									Subject: <b>Biologi</b>	
							To guide students	• .observing	<ul><li>Photograph</li></ul>		To check if a students	
							in observing plants	polled plants	diagrams and		is able to explain the	
							showing movement in	showing movement	charts showing		concept of movement	
							plants.	and record their	movement in		by giving quiz.	
							To organize	findings.	plants.			
							students in groups and					
							their discuss movement	<ul> <li>In groups to</li> </ul>	<ul><li>Plants</li></ul>			
							exhibited by plants and	discuss movement	showing			
							their importance.	exhibited by plants	movement of			
							<ul> <li>To make</li> </ul>	and their importance	curvature.			
							clarification and	and then present.				
							conclusion on meaning			-//-		
							and importance of					
							movement exhibited by	■ To discuss in				
							plants.	groups on the	<ul><li>A variety of</li></ul>		<ul> <li>Observing</li> </ul>	
							<ul> <li>Leading a class</li> </ul>	types of	plants		students in groups	
							discussion on the types	movement	showing		investigating	
							of movement exhibited	exhibited by	movement		movement in plants.	
							by plants.	plants.	exhibited by			
									plants.			
	GENERAL	М	V	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	F		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
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		N	<sup>E</sup>		TO	R	TEACHING ACTIVITIES			ENCES		
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Name of teacher:		Name of School:						
Year:				T	ERM: <b>1 to 2</b>			
Class/Stream: FORM THREE				Subject: <b>BIOLOGY</b>				
	<ul> <li>Provide guidelines to students for performing experiments to investigate movement exhibited by plants.</li> <li>To lead a class discussion on findings, making clarifications and conclusion.</li> </ul>	<ul> <li>Students in groups by using guidelines to perform experiments to investigate movement exhibited by plants and record their findings.</li> <li>To presents their findings.</li> </ul>	Potted plants.	-//-	-//-			
MID.	TERM TESTS AN	D MIDTERM	BREAK					

Name of teacher:	Name of School:
Year:	TERM: 1 to 2

	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		
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Name of teacher:
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Name of School: .....

Year: .....

TERM: 1 to 2
Subject: BIOLOGY

Class/Stream: FORM THREE

Class/Stream	: FORIVI THREE										Subject: BIOLOGY
Demonstr	Acquire	М	3		С		● To guide students	●To discuss in	● Hot objects		
ate	basic	Α		C	0	4	in group to	their groups	<ul><li>Sharp</li></ul>		To check if a
appropriat	knowledge,	R		0	n		discuss meaning	meaning and	object	-//-	student's is able
e use of	principles,	С		O R	С		and importance	importance of	● Live		to:-
biological	concepts,	Н		D	е		of coordination.	coordination	specimen		<ul><li>Explain the</li></ul>
knowledg	and skills in			I	р		<ul><li>To make</li></ul>	and present	of insects		concept of
е	evaluating			N	t		clarification and	their tasks.	and small		coordination in
concepts,	the role of			Α	0		conclusion.		mammals.		organisms.
principles	physiologica			T	f		<ul> <li>To guide students</li> </ul>	●To observe			
and skills	l processes			1	С		in observing	charts/diagrams	<ul><li>Game or</li></ul>		<ul><li>Outline ways in</li></ul>
in	in animals.			O N	0		charts/diagrams/	/pictures	puzzle	-//-	which
evaluating				IN	0		pictures showing	showing main	charts on		coordination is
the role of					r		main components	components of	nervous		brought about
various					di		of nervous	nervous	coordinatio		by giving test.
physiologi					n		coordination.	coordination	n process.		
cal					at		<ul><li>To lead a class</li></ul>	and discuss the			
processes					io		discussion on the	role of each			
in					n		ways in which	components.			
animals.							coordination is				
							brought about.	●In groups to			
								discuss the ways			
								in which			
								coordination is			
								brought.			

Name o	of teacher: <u></u>	

Class/Stream: FORM THREE

Name of School: \_\_\_\_\_

Year: .....

TERM: 1 to 2
Subject: BIOLOGY

	GENERAL	М	۷	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						
						S						
		М			Nerv		To lead a class	◆ To discuss in	Models/pict	-//-	To check if	
		А			ous	2	discussion on the	groups in structure	ures/photogra		the student can:-	
		R			coor		structures of motors,	of motor, sensory	phs of neurons		Describe the	
		С			dinat		sensory and neurones.	and relay neurons.	<ul><li>Prepared</li></ul>		structure of	
		Н			ion		<ul> <li>Organizing</li> </ul>	<ul><li>To discuss on</li></ul>	slides of		motors, sensory	
-do-	-do-				in		students in groups and	the role of motor,	neurones		and relay	
			4		Hum		ask them to discuss on	sensory and relay	<ul> <li>Microscope</li> </ul>		neurones.	
					an		the roles of motor,	neurons and	• A chart			
					Neur		sensory and relay	present their tasks.	showing		Explain the role of	
					ones.		neurones.		summary of		motor sensory and	
							To summarize		the roles of		relay neurones.	
							students responses,		motor, sensory			
							make general		and relay			
							comments and		neurones.			
							necessary corrections.					

Name of School: .....

Year: ...... TERM: 1 to 2

					Cent	2	To organize a brain	<ul> <li>Brainstorm on</li> </ul>	<ul><li>Charts of</li></ul>		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	<ul> <li>In group to</li> </ul>			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					
	GENERAL	М	١,	MAIN TOPIC	SU	P	and discuss their roles.					
COMPETENCE			'	MAIN TOPIC					- 6			
CUMPETENCE	OBJECTIVES	0	6		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
		T	1	d	PI	ı						
		Н			C							
		"										
						S						
							<ul> <li>To guide students</li> </ul>	<ul><li>To observe</li></ul>	<ul><li>Models of</li></ul>			
							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.				

Name of School: \_\_\_\_\_

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1/1/2	ime of teacher.			
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Year: ......

Class/Stream: FORM THREE

Subject: BIOLOGY

Organizing a Give meaning Photograph Asking oral Ρ brainstorming session С / charts questions to check Α e 0 on meaning of PNS. showing the if the student is Discuss the ri 0 structure of able to give components of р R • To summarize, PNS in groups. -//meaning of PNS & PNS h D identify its make corrections and 1 e 2 conclusion. components. ra Ν Α • To lead a class -do--do-Ν discussion on components of PNS e 0 rv Ν 0 u S S У st e m

Name of teacher: <u></u>	Name of School:
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Year: ......

Class/Stream: FORM THREE

Subject: BIOLOGY

					R ef le x A ct io n		<ul> <li>To design         Activities for students         to demonstrate the         reflex action.     </li> <li>To lead students</li> <li>to discuss the meaning</li> <li>of reflex action.</li> </ul>	<ul> <li>Perform         Activities showing reflex actions.     </li> <li>To discuss meaning of reflex action.</li> </ul>	<ul> <li>Hot objects</li> <li>Live insects or small mammals.</li> <li>Toys (snake, scorpion)</li> </ul>	-//-	To check of the students is able to given meaning of reflex action by asking questions.	
COMPETENCE	GENERAL Objectives	M 0 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

Name of teacher:	Name of School:
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Year: ......

Class/Stream: FORM THREE

Subject: BIOLOGY

<u> </u>										Sabject: Biologi	
		Α		R		To display the	● Observe and	<ul><li>◆ Charts/diagr</li></ul>			
		P		ef		charts/diagrams	identify the	ams			
				le	6	showing the	components of	showing			
		R		х		neurotic pathway	neurotic	neurotic			
						of a reflex action.	pathway of	pathway of a			
		L		Α		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			
	do		-			demonstrate	demonstrate	ings of			
						simple reflex	simple and	simple			
						action and	conditional	conditional			
			&			conditional	reflex actions	reflex			
			2			actions.	and record their	actions.			
							findings.	<ul><li>Video/radio</li></ul>			
							● To discuss the	tapes			
						<ul> <li>To lead a class</li> </ul>	differences	showing			
						discussion on the	between simple	simple and			
						differences	and conditional	conditional			
						between simple	reflex actions.	reflex			
						reflex action and	renex actions.	actions.			
						conditioned reflex		actions.			
						action.					
						2000					

Name o	of teacher: <u></u>	

Name of School: .....

Year: .....

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

	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		
		Ιτ	Ιĸ		PI	l ,						
		Н			C	,						
		"										
						_						
						S						
		Α	3	С	Se		To guide students in	Brainstorm on	<ul><li>Charts of</li></ul>			
		P		0	ns		groups to observe	of sense organ,	different		Check if a students is	
		R		R	е		models/pictures/diagr	identify them and	sense organs.		able to:-	
		1		D	0		ams and brainstorm	state their relative			<ul> <li>Explain meaning of</li> </ul>	
		L		I	rg		on meaning of sense	position.			sense organ.	
				N	а	6	organ, identify them					
			&	Α	ns		and their related				<ul> <li>Identify types of</li> </ul>	
				Т			position.				sense organs.	
-do-	-do-		4	I				Discuss in				
				0			<ul> <li>Lead students to</li> </ul>	groups structure of		-//-		
				N			discuss in groups	sense organ and	<ul><li>Charts/model</li></ul>		Describe structure	
							structure of each	draw and label the	s/photograph		of each sense organ	
							sense organ.	human ear, eye,	s of different		•	
								nose tongue and s.	sense organs.			
							Leading a class	Of the skin.				
							discussion on the role				State functions of	
							of each sense organ	Discussing role			sense organ by	
							and its adaptive	of each sense organ			giving test.	
							features.	and its adaptive				
								features.				

Name of teacher:				Name	of Schoo	l: <u></u>	
Year:						TERM: 1 to 2	
Class/Stream: FORM THREE						Subject: <b>BIOLOGY</b>	
Year: Class/Stream: FORM THREE	Dr ug a n d dr ug a b us e in R el at io n to N ev o ur s	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.	<ul> <li>Video/film on effect of drug and substance abuse</li> <li>Simple drugs.</li> </ul>	-//-		
	C o or di n at						

Name of teacher:	Name of School:
Year:	TERM: 1 to 2

	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	к		PI	- 1						
		Н			C	0						
						D						
						S						

Name of teacher: <u></u>	Name of School:
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Year: ......

Class/Stream: FORM THREE

Subject: BIOLOGY

	Apply	М		D		To invite heath	■To summarize	Brounchure			ļ ļ
	appropriate			r		practitioner officer to	major points from	and fliers on			
		Α				talk on drug	the guest speaker	causes and			
	skills in	Υ		u	6	addiction, its causes	presentation.	effects of			
	managing	&		g		and effects.	p. cocau.o	drug abuse.			
	problems	Α		S		To guide students		• Posters of			
	related	Р		а		to clarify major issues	Prepare project	drug addicts			
	drug/substa		4	n		and make conclusion.	on cases of drug	or users.			
	nce abuse	R		d			addiction in their	0. 450.5.			
		'		D		Organize students	surrounding		-//-		
		ᅵᅵ		r		in groups and discuss	community.				
				u		on preventive and	• Discuss in				
			&	g		control measures of	groups on				
				a		drug abuse.	preventive and				
				b		<ul> <li>Use students</li> </ul>	control measures				
				u		correspondence and	of drug abuse.				
						make clarification.					
				S							
				e							
				in							
				r							
				el							
				at							
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Name of teacher:	of Schoo	School: <u></u>					
Year:						TERM: 1 to 2	
Class/Stream: FORM THREE						Subject: <b>BIOLOGY</b>	
	s c o o r di n at io n. H o r m o n al C o o r di n at io	To lead a class discussion on the location of the endocrine glands in the mammalian body and types of hormones produced by each gland	•To draw the diagram to show location of endocrine glands in human body.	• Charts/diagr ams of endocrine glands and hormones produced by each gland.	-//-		
	"						

Name of teacher:	Name of School:
Year:	TERM: 1 to 2

	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	к		PI	- 1						
		Н			C	0						
						D						
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Name of School: \_\_\_\_\_

Year: .....

TERM: 1 to 2

Class/Stream: FORM THREE

Class/Stream	: FORM THREE										Subject: <b>BIOLOGY</b>	
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		<ul> <li>Difference</li> </ul>	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		<ul> <li>Role of each</li> </ul>	● Role of each	. Eg. Goitre			
	evaluating			D			hormone in the	hormone in	gigantism			
е,	_			l N	cri		mammalian body.	mammalian body	and			
concepts,	the role of		&	N A	ne		<ul><li>Disorders of</li></ul>	Disorders of	dwarfisim.			
principles	physiologica			A T	Со	6	hormonal	hormonal				
and skills	l processes			i i	or		coordination due to	coordination due				
in	in plants			0	din		hyper and	to hyper- and				
evaluating	and			N	ati		hypo-secretion on	hypo- secretion of				
the role of	animals.				on		insulin, GH, ADH and	mentioned				
various							throxine.	hormones.				
physiologi			2									
cal					Coo		Guide students	Observe plants	• Potted			
activities					rdin		to observe potted	and records	plants.			
in plants			&		atio		plants in all round	observations.	<ul><li>Mimos plant</li></ul>			
and					n in		light and unilateral	<ul><li>Give meaning of</li></ul>	<ul><li>◆ Charts/phot</li></ul>			
animals.					plan		light and record their	topic and nastic	ographs or			
ariiiriais.					ts.		observations.	Reponses.	pictures of	-//-		
					Con		<ul> <li>To guide students</li> </ul>		topic			
					cept		to give meaning of		responses.			
					s of		topic and nastic responses through					
					Topi c		questions and					
			3		Nast		answers					
					ic							
					resp							
					ons							
					es							

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Name of School: .....

TERM: 1 to 2

Year: .....

	GENERAL	М	٧	MAIN TOPIC	SU	Р						
	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
COMPETENCE		N	F		TO	R	TEACHING ACTIVITIES			ENCES		
		, T	֡֝֟֝֟֡֟֝֟֡ <del>֡</del>		PI	"	TENSIMO NOTIVITES			Little		
		-	Ň									
		Н			C	0						
						D						
						S						
		М		С	С		Provide students	<ul> <li>◆Using guidelines</li> </ul>	● 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		
				I			To guide students	and nastic in	unidirection			
				N	n		in discussing on the	plants and record	al light.			
				A	at		importance of	their findings.	<ul><li>Charts to</li></ul>			
				T	io		hydro-geo-photo and	<ul><li>To discuss on</li></ul>	show			
			3	ı	n		chemo- tropisms in	groups the	examples of			
				0	in		plants.	importance of	tropic			
				N	pl		To lead	hydro –geo-photo	responses.			
					а		discussion, make	and	<ul><li>Mimosa</li></ul>			
					n		general and	chemo-tropism in	plant.			
					ts		conclusion on the	plants.				
							significance of	<ul><li>To outline</li></ul>				
							tropisms and nastic	significance of				
							responses in plants.	tropism in plants.				

Name of tea	cher: <u></u>			·····					Name	of Schoo	l: <u></u>	
Year:											TERM: 1 to 2	
Class/Stream	n: <b>FORM THRE</b>	E									Subject: <b>BIOLOGY</b>	
			4	E X C R E T I			<ul> <li>Brainstorm</li> <li>Organize a         <ul> <li>brainstorming</li> <li>session on</li> <li>meaning of</li> <li>excretion</li> </ul> </li> <li>To lead students         <ul> <li>to name</li> </ul> </li> </ul>	● To brainstorm on meaning of excretion.	<ul> <li>Models of kidney.</li> <li>Diagram / charts of excretory system.</li> </ul>			
		1			TER	RM	excretory.  INAL EXAMS	- LONG VAC	CATION			
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

Name o	of teacher: <u></u>

Name of School: \_\_\_\_\_\_ TERM: **1 to 2** 

Subject: **BIOLOGY** 

Year: .....

Class/Stream: FORM THREE

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Demonstr	Acquire	J		EXCRE	Е		•	To lead students	● To discuss the	Dissecting		
ate	basic	U		TION	х			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.		Models/char		
knowledg	and skills in				О				● To observe the	ts pictures		
е,	evaluating				n		•	To dissect any	urinary system	showing		
concepts,	the role of				In			small mammal	and identify the	human		
principles	physiologica				Н Н	١,		and display the	structures.	urinary		
and skills	I processes				u ''	4		urinary system.		system.		
in	in plants							To lead students	<ul> <li>To discuss and</li> </ul>			
	and				m		•	to discuss the	draw the			
evaluating			۱ ,		a			structure of the	structure of			
the roles	animals.		3		n			urinary system	human urinary			
of various								and its adaptive	system.			
processes								features.				
in plants									● To discuss the			
and									process of urine			
animals.							•	To organize	formation in			
								students in groups	groups.			
								and brainstorm on	Broaps.			
								the process of				
								urine formation. To make				
							•	clarification.				
								ciai ilication.				
	1									i I		

Name of teacher:	Name of School:
Year:	TERM: 1 to 2

	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	к		PI	- 1						
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						D						
						S						

TERM: 1 to 2

Class/Stream: FORM THREE

Year: .....

Subject: **BIOLOGY** 

Name of School: .....

	. FURIVI THREE										Subject. BIOLOGY	
	_		E	С		•	To prepare a case	● To discuss on	• Charts/diagr	Human		
				0			study on common	the case study.	ams of the	biology		
			Х	m			disorders of the	● In groups to	urinary			
		4		pl	4		excretory system.	discuss of	system and	Zambak		
		·	С	ic		•	To lead students	causes,	associated	Publish		
				at			in groups discuss	symptoms,	disorders	ers.		
			R	io			on causes,	effects and	and			
			E	n			symptoms, effects	control	complication			
				а			and control	measures of	S.			
			<b>-</b>	n			measures of	disorders and	<ul><li>Charts/mod</li></ul>			
	-do-		T	d			disorders and	complications	els/pictures			
			I	di			complications of	the excretory	showing			
				S			the excretory	system.	urinary			
-do-			O N	or			system.		system.			
				d								
				er								
				of								
				е								
				XC								
				re								
				to								
				ry								
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Name of School: \_\_\_\_\_

Year: .....

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

		Α	1		Е		<ul> <li>To lead students</li> </ul>	<ul> <li>To summarize</li> </ul>	• Sample of	Biology		
		U	-		X	4	through question	major points	plant	Form		
						'	and answers to	and list down	excretory	3 & 4		
		G			cr		mention ways by	types of	products	(TIE)		
		U			е		which plants get	excretory	such as gum,	(112)		
		S			ti							
		Т			О		rid of excretory	products	latex			
					n		products and give	eliminated by	alkaloids.			
							examples .	plants.				
					in							
					pl		<ul> <li>To make general</li> </ul>					
					а		comment and					
					n		conclusion on					
					ts		different types of					
							excretory					
					•		products					
							eliminated by					
							plants.					
	OUNTRAL	<u> </u>	١,	MAIN TODIO	011	<u> </u>	piarits.					
	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		
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Name of School: .....

Year: .....

TERM: 1 to 2 Subject: BIOLOGY

Class/Stream: FORM THREE

Class/Stream	I. FURIVI I TINEE				_					Subject. BIOLOG1	
		A U G U S T					<ul> <li>To lead students in groups to discuss the importance of excretory products of plant.</li> </ul>	• To discuss in groups on the importance of excretory products of plants.	• A chart showing various plants and their waste products.		
-do-	-do-		2	REGU LATIO N	C o n c e p t o f R e g ul at io n	2	<ul> <li>To guide students in groups to discuss the meaning of regulation and its importance.</li> <li>To lead a plenary discussion and make clarification and conclusion of the concept of regulation and its importance.</li> <li>To lead a class discussion on the types of regulations; temperature regulation, regulation of water and mineral salts in animals.</li> </ul>	<ul> <li>To discuss the meaning of regulation and its importance.</li> <li>To discuss groups on the types of regulation.</li> </ul>	A chart showing the process of regulation in animals.  Charts /pictures /diagrams showing various types of regulation.		

Name of teacher: <u></u>	Name of School:
/ear:	TERM: 1 to 2

Year: ......

TERM: 1 to 2

Class/Stream: FORM THREE

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		
		Т	K		PI	ı						
		Н			C	0						
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						S						

Name of teacher:	
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Name of School: .....

Year: .....

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

-do-	-do-			REGU ATIO N	TemperatureRegulationinAnimals.		<ul> <li>Guide students in group to perform experiments to determine the temperature of a frog and a small mammal under different conditions.</li> <li>Clear misconceptions and make conclusion.</li> <li>To lead a class discussion on the temperature regulation in mammals.</li> <li>To lead a class discussion on the structure of the skin in relation to temperature regulation (vasoconstriction and Vasodilation)</li> </ul>	<ul> <li>In groups to determine the temperature of a frog and a small mammal, under different conditions and record their findings.</li> <li>Divide the experimental animals into two groups; ectoderms and endodermis.</li> <li>In pairs, carry out practical exercise on measuring body temperature before and after performing exercise and report that findings.</li> <li>To discuss in groups the body reactions when temperature of the surrounding is lower and when is higher than body temperature.</li> <li>Draw an label</li> <li>section of the skin showing vasoconstriction and vasodilation.</li> </ul>	<ul> <li>Toad /Frog</li> <li>Small mammal (rat, mouse, rabbit</li> <li>A clinical thermometer.</li> <li>A chart showing a table for recording body temperature.</li> <li>Pictures/diagr ams showing the reaction of the skin under different conditions (hot and cold)</li> </ul>	Fundam entals of Biology Book 3 (J.M. Mwanki (G.G. Geoffrey )		
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Name of teacher: <u></u>	Name of School:
/ear:	TERM: 1 to 2

Year: ......

TERM: 1 to 2

Class/Stream: FORM THREE

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		
		Т	K		PI	ı						
		Н			C	0						
						D						
						S						

Subject: **BIOLOGY** 

Name of teacher:	Name of School:
Year:	TERM: 1 to 2

		Α				Lead students in	● Discuss the	• Charts/	 	
		lυl		R		groups to discuss on	meaning and	pictures		
			4			meaning of	importance of	photographs		
		U	•	E	4	osmoregulation and its	osmoregulation.	or diagrams		
		1 1				importance.		showing		
		S		G		To make	To mention	osmoregulti		
		T				Clarification and	the factors	on in		
-do-	-do-			U		conclusion on meaning	which may	mammals.		
						and importance.	affect the			
				L		To guide students	contents of	• Models/		
						through question and	salt and	Charts/		
				Α		answer to mention	water in the	pictures		
						factors which may	body.	showing the		
				Т		affect the contents of	Jour.	structure of a		
						salt and water in the	Present their	nephron.		
				l		body.	task and	першоп.		
						To guide students				
				0		in groups to categorize	categorize the			
						factors which may salt	factors.			
				N		and water content.				
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Name of teacher:	
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Name of School: \_\_\_\_\_\_\_
TERM: 1 to 2

Subject: **BIOLOGY** 

Year: .....

		S E P T E X B E R	1		BloodSugaregulation in mammals		<ul> <li>Lead students to discuss on how hormones regulate sugar level in the blood (insulin and glucagon.</li> <li>To guide students summarize major ideas and make conclusion on the mechanism of regulation sugar level.</li> </ul>	• To discuss in groups how hormones regulate sugar level in the blood and present their task.	• Pictures /charts photographs showing mechanisms of regulation sugar level in the blood.			
	GENERAL	М	۷	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
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Name of teacher:	Name of School:
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Ī			S		REGU	Bl		To assign tasks to	• Students to read	•		
			Ε		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			
			E			S		symptoms and effects	and effects of			
								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			
			Е			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.				
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Name of teacher: <u></u>	Name of School:
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CUMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
		N	E		TO	R	TEACHING ACTIVITIES			ENCES		
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Name	of te	eacher	 	 	

Name of School: \_\_\_\_\_\_\_
TERM: 1 to 2

Subject: **BIOLOGY** 

Year: .....

Demonst rate, appropri ate use of biological knowled ge, concepts, principle	Acquire basic knowledge, principle and skills in evaluating the role of physiologic al processes	S E P T E M B		REPRO DUCTIO N	C o nc e pt of re pr o d	2	<ul> <li>To guide students to discuss the meaning and importance of reproduction.</li> <li>To summarize students responses and make necessary clarification.</li> <li>To observe a variety of organism which reproduce by seeds or</li> </ul>	● To discuss the meaning and importance of reproduction.  ● To observe a variety of organisms displayed and discuss in groups the ways in which	Flip charts     V.I.P.P cards     carrying key     message on     reproduction     Variety of     organism.	Biology Forms 3 & 4 (TIE) 2007	
s and skills in evaluatin g the role of various physiolog ical processe s in plants	in plants and animals.		3		uc ti o n		vegetable.  • To lead a plenary discussion, make general comments and conclusion.	the plants reproduce by asexual or sexual reproduction. • To discuss in groups the difference between asexual and sexual reproduction and present their group task.			
and animals.					M ei os is a n d R e pr o d uc ti o n		<ul> <li>To guide students to brainstorm the meaning of meiosis using charts/photograph and models showing stages of meiosis.</li> <li>To summarize students responses and make conclusion.</li> <li>To lead a class discussion on the significance of meiosis in relation to reproduction.</li> </ul>	<ul> <li>To brainstorm the meaning of meiosis.</li> <li>To discuss on the significance of meiosis in relation to reproduction.</li> </ul>	<ul> <li>Charts/photo graphs showing stages of meiosis.</li> <li>Models showing stages of meiosis.</li> </ul>	Fundam entals of Biology Book 3.	

Name of	f teacher:	•	 
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Name of School: .....

Year: .....

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

	GENERAL	М	۷	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
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		Н			C	0						
						D						
						S						
		S E P T E M E B E R		REP ROD UCT ION		2	<ul> <li>To display charts/photograp hs/diagrams showing the events taking place in each stage of meiosis process.</li> <li>To lead a plenary discussion and make reflection on students</li> </ul>	<ul> <li>To observe the events taking place in meiosis and outline them.</li> <li>Present for class discuss.</li> </ul>	<ul> <li>Prepare         microscope         slide on         stages of         meiosis</li> <li>Microscope</li> <li>Charts/         photographs         models         showing         stages of         meiosis.</li> </ul>	Human Biology Zambak Publish ers.		
-do-	-do-		4				responses to summarize major idea.					

Name of teacher:					Name	of School	ol: <u></u>	•••••
Year:							TERM: 1 to 2	
Class/Stream: FORM THREE							Subject: <b>BIOLOGY</b>	
Class/Stream: FORM THREE	R e p r o d u ct iv e in fl o w e ri n g pl a	2	<ul> <li>To provide guidelines to students for collecting various types of flowers.</li> <li>To lead a plenary discussion and make clarification and conclusion on the structure of a flower.</li> <li>Lead students to identify and discuss reproductive parts of flowers.</li> </ul>	<ul> <li>To observe the collected flowers and identify different parts of the flower and describe their structures.</li> <li>To draw a well labelled diagram of the named flower.</li> <li>To identify and discuss reproductive parts of a flower.</li> </ul>	Variety of flowers.      Charts/mod els/photogra phs of flowers.	-//-	Subject: BIOLOGY	
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							SCHEME O	F WORK			
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Year:										TERM: 1 to 2	
Class/Stream	: FORM THREE									Subject: <b>BIOLOGY</b>	
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LEARNING ACTIVITIES

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0 D S TEACHING ACTIVITIES

Name of School: \_\_\_\_\_\_\_
TERM: 1 to 2

Subject: **BIOLOGY** 

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Year: ......
Class/Stream: FORM THREE

-do-	-do-	O C T O B E R	REPR OD UC TION	Reproduction in mamma	4	<ul> <li>To guide students to identify male and female reproductive organs from the dissected mice.</li> <li>To lead a class discussion and make correction and clarification on the structures of male and female reproductive systems.</li> </ul>	● In groups to 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.	-//-	
				al						

Name of teacher:	Name of School:
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			4		Gamete formationand fertilization		<ul> <li>To lead a plenary discussion on gamete formation, liberation and meaning of gamete.</li> <li>To guide students to identify the phases of menstrual cycle and events that take place in each phase.</li> <li>To guide students to discuss the process of fertilization pregnancy and child birth.</li> </ul>	● To discuss in groups the process of gamete formation in mammals and liberation.  ● To identify the 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.	<ul> <li>Pictures showing formational liberation of gametes.</li> <li>Charts on fertilization process.</li> </ul>	-//-		
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

Name of teacher:
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Name of School: ......
TERM: 1 to 2

Subject: **BIOLOGY** 

Year: .....

Grass, Stream					_						Subject: DiGLGG:	
Use	Take	N		REPRO	М		To lead as in	■ To discuss in	• Charts/drawin			
appropriate	appropriate	0		DUCTIO	ul		groups to discuss	groups the factors	g depicting			
skills to	precaution	V		N	ti		factors affecting	affecting	artificial			
solve	and measures	Е			pl		fertilization.	fertilization and	insemination.			
various	against	М			е		<ul> <li>To lead students</li> </ul>	present their tasks.				
health	problems.	В			Pr		to discuss on meaning	Discuss on				
related	Related to	Е			eg		and importance of	meaning and		-//-		
problems.	reproductive	R	1		n		artificial insemination.	importance of				
	processes in				а	2	<ul> <li>To guide students</li> </ul>	artificial				
	plants and				nc		to summarize the major	insemination, and				
	animals.				ie		responses and make	present their				
					s.		general comments.	tasks.				
					Di		To lead students	<ul> <li>To discuss of</li> </ul>	• Charts/			1
					so		to discuss on meaning	meaning and causes	pictures on			
					rd		and causes of multiple	of multiple	multiple			
					er		pregnancies.	pregnancies.	pregnancies.			
			1		S		<ul> <li>To lead a class</li> </ul>	Discuss on	<ul><li>Charts</li></ul>	-//-		
					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	<ul> <li>To discuss in</li> </ul>	showing			
			&		0		fraternal twins.	group different	identical and			
					d		<ul> <li>Lead students in</li> </ul>	types of disorders of	fraternal twins			
			2		uc		groups and discuss on	the human	<ul> <li>Document</li> </ul>			
					ti		types of disorders of the	reproductive	on disorders of			
					ve		human reproductive	system.	the human			
					sy		system.		reproductive			
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Name of teacher:	
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Name of School: .....

Year: .....

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

	GENERAL	М	V	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
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	Take	N					Guiding students	To discuss on	Documents			
	appropriate	0					in groups with	causes and effects	on the disorders			
	precautions	V					questions to discuss on	of the reproductive	of the human			
	and measures	Е					causes and effects of	system disorders.	reproductive	//-		
	against	М					the reproductive system	<ul> <li>To discuss</li> </ul>	system.			
	problems	В					disorders.	possible remedies				
	related to	Е					<ul> <li>To lead a class</li> </ul>	of the reproductive				
	reproductive	R					discussion on the	system disorders.				
	processes in						possible remedies of					
	animals						reproductive system					
							disorders.					
-do-												
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Name of teacher: <u></u>	Name of School:
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					pr o d uc ti ve sy		<ul> <li>of reproductive system.</li> <li>To make</li> <li>clarification and</li> <li>conclusion.</li> <li>To guide students</li> <li>to discuss in groups</li> <li>ways of minimizing</li> </ul>	• To discuss ways of minimizing complications and disorders of the reproductive system.	showing complications of the female reproductive system.			
	GENERAL	М	V	MAIN TOPIC	st e m	P	complications and disorders of the reproductive system.					
COMPETENCE	OBJECTIVES	М О N Т Н	E E K	MAIN IUPIL	50 B- TO PI C	E R I O O S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER Ences	ASSESSMENT	REMARKS

Name of School: \_\_\_\_\_\_

Year: .....

TERM: 1 to 2
Subject: BIOLOGY

N O V REPRODU CTION B Guide students to discuss meaning of sexuality sexual health and sexual behaviour. B Guide students in groups to discuss on depicting groups on factors influencing groups on factors influencing sexual behaviour in line luncing sexual sexua												Subject. BIOLOGY				
V CTION ali ty and sexual behaviour.  B Guide students in groups to discuss on factors influencing R R R R R R R R R R R R R R R R R R R			N			Se		Guide students to	• Discuss on	• Pictures,						
E  CTION  ty     and sexual behaviour.  B     n groups to discuss on d factors influencing R  R  CTION  ty     and sexual behaviour.  and sexual behaviour.  behaviour.  behaviour.  behaviour.  behaviour.  behaviour.  cases of cases of groups on factors  groups on factors  sexuality, sexual photographs, video tapes  behaviour.  behaviour.  cases of cases of groups on factors  sexuality and influencing sexual  sexuality, sexual photographs, video tapes  behaviour.  cases of cases of groups on factors  sexuality and influencing sexual			0			xu		discuss meaning of	meaning of the	charts and						
Comparison of the control of the			٧			ali		sexuality sexual health	sexuality, sexual	photographs,						
B   n   groups to discuss on   d   factors influencing   groups on factors   sexual   sexual			Е		CIION	ty		and sexual behaviour.	health and sexual	video tapes						
E d factors influencing groups on factors sexuality and se sexual behaviour in influencing sexual sexual			М			а		Guide students in	behaviour.	depicting						
R se sexual behaviour in influencing sexual sexual			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	sexual						
			Е			xu		different groups of	behaviour in	behaviours.						
R al people. different groups of			R			al		people.	different groups of							
H						Н		Guide students to	people.							
ea discuss responsible and ● To discuss the ● Radio/video						ea		discuss responsible and	<ul> <li>To discuss the</li> </ul>	• Radio/video						
It irresponsible sexual responsible and tapes						lt		irresponsible sexual	responsible and	tapes						
h behaviour and their irresponsible sexual pictures/						h		behaviour and their	irresponsible sexual	pictures/						
a impacts on one self, behaviour and their charts -//-						а		impacts on one self,	behaviour and their	charts	-//-					
4 n family and community. impacts. showing				4		n		family and community.	impacts.	showing						
-do- do- do- do- do- do- do- do- do- do-	-do-	-do-				d		<ul> <li>To guide students</li> </ul>	<ul> <li>Tabulate</li> </ul>	people with						
R 4 to summarize outline differences between different						R	4	to summarize outline	differences between	different						
es ways of eradication responsible and sexual						es		ways of eradication	responsible and	sexual						
p irresponsible sexual irresponsible sexual behaviours						р		irresponsible sexual	irresponsible sexual	behaviours						
o behaviour in the family, behaviour.						0		behaviour in the family,	behaviour.							
ns school and community. ● Discuss the						ns		school and community.	<ul><li>Discuss the</li></ul>							
ibl						ibl		<ul> <li>To lead plenary</li> </ul>	ways of eradicating							
e discussion and make irresponsible sexual						е		discussion and make	irresponsible sexual							
se clarifications on behaviour.						se		clarifications on	behaviour.							
xu appropriate life skills ● Discuss on						xu		appropriate life skills	<ul><li>Discuss on</li></ul>							
al required to cope with appropriate life						al		required to cope with	appropriate life							
b adolescent sexuality skills required to -//-						b		adolescent sexuality	skills required to		-//-					
e and sexual behaviour cope with						е		and sexual behaviour	cope with							
h such as self esteem, adolescent sexuality						h		such as self esteem,	adolescent sexuality							
av problems solving and and sexual						av		problems solving and	and sexual							
io decision making. behaviour.						io		decision making.	behaviour.							
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Name o	of teacher:	 

Name of School: \_\_\_\_\_\_\_
TERM: 1 to 2

Year: .....

Class/Stream: FORM THREE Subject: BIOLOGY

	GENERAL	М	١	MAIN TOPIC	SU	Р						
COMPETENCE	OBJECTIVES	0	E		B-	E		LEARNING ACTIVITIES	T/L MATERIAS	REFER	ASSESSMENT	REMARKS
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						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	<ul> <li>Organize students</li> </ul>	<ul><li>To discuss of</li></ul>	pictures			
		В	4		n		in groups and discuss of	various family	photographs of			
		E			ni		various family planning	planning methods	family planning	-//-		
		R			ng		and contraception	and contraception,	devices.			
					а		methods their	their advantages				
					n		advantages and	and disadvantages.				
					d		disadvantages	<ul> <li>Importance of</li> </ul>				
					со		<ul> <li>Importance of</li> </ul>	family planning				
					nt		family planning and	contraception.				
					ra		contraception.					
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Name of tead	cher: <u></u>	of Schoo	of School:						
Year:								TERM: 1 to 2	
Class/Stream	: FORM THREE							Subject: <b>BIOLOGY</b>	
		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