

SCHEME OF WORK

Name of teacher:.....

Name of School:

Year:

TERM: 1 to 2

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

COMPETENCE	GENERAL OBJECTIVES	MENTAL	VERBAL	MAIN TOPIC	SKILLS	PROCESSES	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
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SCHEME OF WORK

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Subject: **BIOLOGY**

Group of organisms according to their similarities and differences.	Classify organisms in their respective kingdoms phylum/ division and class.	JANUARY	3	C L A S S I F I C A T I O N	K i n g d o m p l a n t a e . D i v i s i o n C a n i f e r o p h y l	4	● Grouping students to observe the collected plants. ● Leading of a class discussion on general and distinctive features of the division canifero phyla. ● Leading a class discussion on the structure of pine. ● Leading a class discussion on the advantages and disadvantages of plants under division coniferophyla.	● Observing the collected and displayed plants and record the observable features. ● Discussing general and distinctive features of the division. ● Discussing the structure of pine drawing and labelling it. ● Outlining advantages and disadvantages of plants under division coniferophyla.	● A variety of conifers ● Pictures of conifers e.g. Pine, cypress, spruce, cedar. ● Cones (fresh or preserved)	Biology Form 3 & 4 (TIE) & Fundamental s of Biology Book 3 J.M Mw anik i & G.G Geo ffrey & Human Biology		
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COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- TO PI C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

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Group of organisms according to their similarities and differences.	Classify organisms in their respective kingdoms phylum/ division and class.	JANUARY	4	CLASSIFICATION OF LIVING THINGS.	DIVISION ANGIOSPERMOPHYTES (Flowering plants)	● Grouping students and guiding them on observing variety of flowering plants. ● Leading a class discussion on general and declarative features of division Angiospermophyta . ● Leading a class discussion on the structure of representative plants of class Monocotyledon and Dicotyledon.	● Students in their groups to observe a variety of flowering plants and record their observable features. ● Discussing the general and distinctive features of division Angiospermophyta. ● Discussing the structure of representative plants of the two classes. ● Drew and label the representative plants under each class.	● Flowers from dicots and monocots. ● Fruits and seeds of flowering plants. ● A variety of flowering plants.	-//-	Students should be able to explain general and distinctive features of division Angiospermophyta.	
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COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- TO PI C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

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Subject: **BIOLOGY**

-do-	-do-	J A N U A R Y	4	CLASSIFI CATION OF LIVING THINGS.	D I V I S I O N A N G I O S P E R M O P H Y T A (F l o w e r i n g	4	Grouping students and guiding them in observing variety of flowering plants. -Leading a class discussion on:- General and distinctive features of division Angiospermophyta. The classes and general and distinctive features of class Monocotyledoneae and Dicotyledoneae. The structure of representative plants of class Monocotyledoneae and Dicotyledoneae.	Students in their groups to observe a variety of flowering plants and record the observed features. Discussing the general and distinctive features of division Angiospermophyta. Discussing the general and distinctive features of the class of division Angiospermophyta. Discussing the structure of representative plants of the two classes and then draw and label the representative plants.	- Flowers from dicots and monocots - Fruits and seeds of flowering plants. - A variety of flowering plants. - A variety of monocotyledonous and dicotyledonous plants. - Grains (maize, wheat, rice, millet) - Mature young bean and maize plants. - Charts showing characteristics of classes of the division	-The students should be able to Explain general and distinctive features of division Angiospermophyta. Outline the distinctive features of each class of the division Angiospermophyta.	
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COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- T O P I C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

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						- Organizing a brainstorming session on advantages and disadvantages of kingdom Plantae division Angiospermophyta. - To clarify students responses.	Brainstorm on the advantages and disadvantage of Kingdom Plantae, division Angiospermophyta .	A charts on the representative plants under the division Angiospermophyta.	-//-	Students should be able to explain advantages and disadvantages Angiospermophyta.	
Demonstrate approximate use of biological knowledge, concepts, principles and skills in evaluating the roles of various physiological processes in plants and animals.	Acquire basic knowledge, principles, concepts and skills in evaluating the roles of physiological processes in plants and animals.	FEBRUARY	1	M O V E M E N T	Concept of Movement and Locomotion.	4 - Guiding students to brainstorm on the meaning of movement and locomotion. - Leading a class discussion on differences between the two concepts. - Organizing students in groups to discuss the importance of movement in plants and animals. - Design activity for students to demonstrate movement and locomotion.	- Brainstorming on meaning of movement and locomotion. - Discuss the differences between movement and locomotion. - In groups to discuss the importance of movement in plants and animals. - In groups, to perform various actions depicting movement and locomotion.	- Variety of Organisms such as insects fish and mouse. - Charts on locomotion/movement of different organisms. - Pictures/ drawings of various organisms depicting movement and locomotion.	-//-	Giving quiz to observe how accurate can the student explain the concepts of movement and locomotion. Observing of the student can be able to demonstrate movement locomotion actions.	

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COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
-do-	-do-	FEBRUARY	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.	

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				M O V E M E N T	M o v e m e n t o f t h e h u m a n b o d y.	2	● Guiding students in groups in examining the model of human skeleton. ● Leading a class discussion on the structure of the human skeleton and its major components. ● Guiding students in groups to discuss the adaptation of the major components of the human skeleton	● In groups, examining the picture /model of human skeleton and identify its major parts. ● Discussing structure of the human skeleton and draw a well labelled diagram of it. ● In groups discuss the adaptations of the major components of the human skeleton.	● Model of Human skeleton. ● Diagram/ drawing of the major components of human skeleton.	-//-		
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Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

					T h e H u m a n s k e l e t a l s y s t e m .							
COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS

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Subject: **BIOLOGY**

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

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COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
do-	-do-	FEBRUARY	4		2.3 Movement in plants .	4						

SCHEME OF WORK

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Subject: **BIOLOGY**

COMPETENCE	GENERAL OBJECTIVES	MENTAL	VERBAL	MAIN TOPIC	SUB-TOPICS	PERIODS

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SCHEME OF WORK

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Name of School:

TERM: **1 to 2**

Subject: **BIOLOGY**

Demonstrate appropriate use of biological knowledge concepts, principles and skills in evaluating the role of various physiological processes in animals.	Acquire basic knowledge, principles, concepts, and skills in evaluating the role of physiological processes in animals.	MARCH	3	COORDINATION	Concept of coordination	4	
COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	REMARKS

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Subject: **BIOLOGY**

-do-	-do-	M A R C H	4		Nerv ous coor dina tion in Hum an Neur ones .	2	
					Cent ral Nerv ous Syst em (CNS)	2	
COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- TO PI C	P E R I O D S	REMARKS

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Subject: **BIOLOGY**

-do-	-do-	A P R I L	1	C O O R D I N A T I O N	P e r i p h e r a l N e r v o u s S y s t e m (P N S)	2	
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Subject: **BIOLOGY**

					R e f l e x A c t i o n		
COMPETENCE	GENERAL OBJECTIVES	M O N I T H	V E B K	MAIN TOPIC	S U B- T O P I C	P E R I O D S	REMARKS

SCHEME OF WORK

Name of teacher:.....

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Class/Stream: **FORM THREE**

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-do-	-do-	A P R I L	1 2		R e f l e x A c t i o n	6	
COMPETENCE	GENERAL OBJECTIVES	M O N I T H	V E R I F Y I N G	MAIN TOPIC	S U B- T O P I C	P E R I O D S	REMARKS

SCHEME OF WORK

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-do-	-do-	A P R I L	3 & 4	C O O R D I N A T I O N	S e n s e O r g a n s	6	
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Name of School:

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COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- TO PI C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS	

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.	Apply appropriate skills in managing problems related drug/substance abuse	MAY & APRIL	4		D r u g s a n d D r u g a b u s e i n r e l a t i o n t o n e	6	● To invite health practitioner officer to talk on drug addiction, its causes and effects. ● To guide students to clarify major issues and make conclusion. ● Organize students in groups and discuss on preventive and control measures of drug abuse. ● Use students correspondence and make clarification.	● To summarize major points from the guest speaker presentation. ● Prepare project on cases of drug addiction in their surrounding community. ● Discuss in groups on preventive and control measures of drug abuse.	● Brouchure and fliers on causes and effects of drug abuse. ● Posters of drug addicts or users.	-//-		
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Subject: **BIOLOGY**

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					H o r m o n a l C o o r d i n a t i o n		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/diagrams of endocrine glands and hormones produced by each gland.	-//-		
COMPETENCE	GENERAL OBJECTIVES	MENTAL	VERBAL	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS

SCHEME OF WORK

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Subject: **BIOLOGY**

Demonstrate appropriate use of biological knowledge, concepts, principles and skills in evaluating the role of various physiological activities in plants and animals.	Acquire basic knowledge principles, concepts and skills in evaluating the role of physiological processes in plants and animals.	MAY	1	C O O R D I N A T I O N	.H or m on al En do cri ne Co or di na tio n	6	- Land a class discussion on the: - Difference between endocrine and exocrine glands. - Role of each hormone in the mammalian body. - Disorders of hormonal coordination due to hyper and hypo-secretion on insulin, GH, ADH and throxine.	- Discuss the difference between endocrine and exocrine glands. - Role of each hormone in mammalian body - Disorders of hormonal coordination due to hyper- and hypo- secretion of mentioned hormones.	Pictures/photographs of disorders of hormonal coordination. Eg. Goitre gigantism and dwarfism.	-//-		
			2 & 3		Coor din atio n in plan ts. Con cep ts of Topi c Nas tic resp ons es		- Guide students to observe potted plants in all round light and unilateral light and record their observations. - To guide students to give meaning of topic and nastic responses through questions and answers	- Observe plants and records observations. - Give meaning of topic and nastic Responses.	- Potted plants. - Mimos plant - Charts/photographs or pictures of topic responses.	-//-		

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COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
		MAY	3	COORDINATION	Coordination in plants		- Provide students with guidelines for practical activity on the effects of tropic and nastic plants. - To guide students in discussing on the importance of hydro-geo-photo and chemo- tropisms in plants. - To lead discussion, make general and conclusion on the significance of tropisms and nastic responses in plants.	- Using guidelines to carry out experiments to investigate the effects of tropic and nastic in plants and record their findings. - To discuss on groups the importance of hydro –geo-photo and chemo-tropism in plants. - To outline significance of tropism in plants.	- Potted plants subjects to all round –light and unidirectional light. - Charts to show examples of tropic responses. - Mimosa plant.	Biology Form 3 & 4 (TIE) 2007		

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			4	E X C R E T I O N			- Brainstorm - Organize a brainstorming session on meaning of excretion - To lead students to name excretory.	To brainstorm on meaning of excretion.	- Models of kidney. - Diagram / charts of excretory system.			
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TERMINAL EXAMS - LONG VACATION
KUPATA FULL SCHEME
TUTAFUTE GMK ACADEMIC SOLUTION
0744772722
UTACHANGIA SH. 2000

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
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TERM: 1 to 2

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

Demonstrate appropriate use of biological knowledge, concepts, principles and skills in evaluating the roles of various processes in plants and animals.	Acquire basic knowledge principles, concepts and skills in evaluating the role of physiological processes in plants and animals.	J U L Y	3	EXCRETION	E x c r e t i o n I n H u m a n	4		•	•			
COMPETENCE	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- T O P I C	P E R I O D S						

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-do-	-do-		4	E X C R E T I O N	C o m p l i c a t i o n a n d d i s o r d e r o f e x c r e t o r y s y	4	•	•	•			
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		A U G U S T	1		E x c r e t i o n i n p l a n t s.	4	•	•	•			
COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- T O P I C	P E R I O D S						

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Subject: **BIOLOGY**

		A U G U S T	2					•	•			
				REGU LATIO N	C o n c e p t o f R e g u l a t i o n	2			•			
-do-	-do-											
COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- T O P I C	P E R I O D S						

SCHEME OF WORK

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Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

-do-	-do-	A U G U S T	2 & 3	REGU LATIO N	T e m p e r a t u r e R e g u l a t i o n i n A n i m a l s .	● Guide students in group to perform experiments to determine the temperature of a frog and a small mammal under different conditions. ● Clear misconceptions and make conclusion. ● To lead a class discussion on the temperature regulation in mammals. ● To lead a class discussion on the structure of the skin in relation to temperature regulation (vasoconstriction and Vasodilation)	● In groups to determine the temperature of a frog and a small mammal, under different conditions and record their findings. ● Divide the experimental animals into two groups; ectoderms and endodermis. ● In pairs, carry out practical exercise on measuring body temperature before and after performing exercise and report that findings. ● To discuss in groups the body reactions when temperature of the surrounding is lower and when is higher than body temperature. ● Draw an label section of the skin showing vasoconstriction and vasodilation.	● Toad /Frog ● Small mammal (rat, mouse, rabbit_ ● A clinical thermometer. ● A chart showing a table for recording body temperature. ● Pictures/diagrams showing the reaction of the skin under different conditions (hot and cold)	Fundamentals of Biology Book 3 (J.M. Mwanki (G.G. Geoffrey)		
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Subject: **BIOLOGY**

-do-	-do-	A U G U S T	4	R E G U L A T I O N	4	- Lead students in groups to discuss on meaning of osmoregulation and its importance. - To make Clarification and conclusion on meaning and importance. - To guide students through question and answer to mention factors which may affect the contents of salt and water in the body. - To guide students in groups to categorize factors which may salt and water content.	- Discuss the meaning and importance of osmoregulation. - To mention the factors which may affect the contents of salt and water in the body. - Present their task and categorize the factors.	- Charts/ pictures photographs or diagrams showing osmoregulation in mammals. - Models/ Charts/ pictures showing the structure of a nephron.			
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		S E P T E M B E R	1		B l o o d S u g a r r e g u l a t i o n i n m a m m a l s		- Lead students to discuss on how hormones regulate sugar level in the blood (insulin and glucagon). - To guide students summarize major ideas and make conclusion on the mechanism of regulation sugar level.	To discuss in groups how hormones regulate sugar level in the blood and present their task.	Pictures /charts photographs showing mechanisms of regulation sugar level in the blood.			
COMPETENCE	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- T O P I C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

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-do-	-do-	S E P T E M B E R	2	REGU LATIO N	B l o o d s u g a r r e g u l a t i o n	4	- To assign tasks to students in group to read literatures and outlines the causes, symptoms and effects of high and low sugar level in the blood. - To guide students to summarize major ideas and make conclusion on the mechanisms of regulating sugar level in the blood.	Students to read on literature and outlines the causes, symptoms and effects of high and low sugar level in the blood and present their tasks.	•				
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Subject: **BIOLOGY**

				REPR ODUC TION	C o n c e p t o f r e p r o d u c t i o n .			•	•			
COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- T O P I C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

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Subject: **BIOLOGY**

Demonstrate, appropriate use of biological knowledge, concepts, principle s and skills in evaluating the role of various physiological processes in plants and animals.	Acquire basic knowledge, principle and skills in evaluating the role of physiological processes in plants and animals.	SEXUAL	3	REPRODUCTION	C	2		
					o			
					n			
					c			
					e			
					p			
					t			
					of			
					re			
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SCHEME OF WORK

Name of teacher:.....

Year:

Class/Stream: **FORM THREE**

Name of School:

TERM: **1 to 2**

Subject: **BIOLOGY**

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	ASSESSMENT	REMARKS
-do-	-do-	SEPTEMBER	4	REPRODUCTION		2		

SCHEME OF WORK

Name of teacher:.....

Year:

Class/Stream: **FORM THREE**

Name of School:

TERM: **1 to 2**

Subject: **BIOLOGY**

					R e p r o d u c t i v e i n f l o w e r i n g p l a n t s.	2		
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SCHEME OF WORK

Name of teacher:.....

Year:

Class/Stream: **FORM THREE**

Name of School:

TERM: **1 to 2**

Subject: **BIOLOGY**

					T h e s t r u c t u r e o f t h e f l o w e r.			
COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- T O P I C	P E R I O D S	ASSESSMENT	REMARKS

SCHEME OF WORK

Name of teacher:.....

Year:

Class/Stream: **FORM THREE**

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TERM: **1 to 2**

Subject: **BIOLOGY**

-do-	-do-	O C T O B E R	3	REPR ODUC TION	R e p r o d u c t i o n i n m a m m a ls	4		
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SCHEME OF WORK

Name of teacher:.....

Year:

Class/Stream: **FORM THREE**

Name of School:

TERM: **1 to 2**

Subject: **BIOLOGY**

			4		G a m e t e r f o r m a t i o n a n d f e r t i l i z a t i o n			
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SCHEME OF WORK

Name of teacher:.....

Name of School:

Year:

TERM: 1 to 2

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	ASSESSMENT	REMARKS					
Use appropriate skills to solve various health related problems.	Take appropriate precaution and measures against problems. Related to reproductive processes in plants and animals.	NOVEMBER	1	REPRODUCTION	Multiple pregnancies.	2	● To lead as in groups to discuss factors affecting fertilization. ● To lead students to discuss on meaning and importance of artificial insemination. ● To guide students to summarize the major responses and make general comments.	● To discuss in groups the factors affecting fertilization and present their tasks. ● Discuss on meaning and importance of artificial insemination, and present their tasks.	● Charts/drawing depicting artificial insemination.	-//-			
			1 & 2										

SCHEME OF WORK

Name of teacher:.....

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Year:

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Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

					D is o r d e rs of R e p r o d u c t iv e s y s t e m .	4	- To lead students to discuss on meaning and causes of multiple pregnancies. - To lead a class discussion and summarize the major points on differences between identical and fraternal twins. - Lead students in groups and discuss on types of disorders of the human reproductive system.	- To discuss of meaning and causes of multiple pregnancies. - Discuss on differences between identical and fraternal twins. - To discuss in group different types of disorders of the human reproductive system.	- Charts/ pictures on multiple pregnancies. - Charts /diagrams or pictures showing identical and fraternal twins - Document on disorders of the human reproductive system..	-//-		
COMPETENCE	GENERAL OBJECTIVES	MENTAL	VERBAL	MAIN TOPIC	SKILLS	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS

SCHEME OF WORK

Name of teacher:.....

Name of School:

Year:

TERM: **1 to 2**

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

					C o m p l i c a t i o n s o f t h e R e p r o d u c t i v e s y s t e m .	6	● To guide students to brainstorm on the types of complications of the reproductive systems. ● To summarize the major points on the meaning of aborting, still birth, miscarriage and ectopic pregnancy. ● Lead students to discuss on causes and effects of complications of reproductive system. ● To make clarification and conclusion. ● To guide students to discuss in groups ways of minimizing complications and disorders of the reproductive system.	● To brainstorm on the types of complications of the reproductive system. ● To discuss on causes , effects of complications of reproductive system. ● To discuss ways of minimizing complications and disorders of the reproductive system.	● Video, tapes ● Text on case studies on complications of the reproductive system. ● Video tapes/charts pictures photographs showing complications of the female reproductive system.	-//-		
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SCHEME OF WORK

Name of teacher:.....

Name of School:

Year:

TERM: 1 to 2

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

COMPETENCE	GENERAL OBJECTIVES	M O N I T H	V E R B A L	MAIN TOPIC	S U B- TOPIC	P R O D U C T S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFERENCES	ASSESSMENT	REMARKS
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SCHEME OF WORK

Name of teacher:.....

Name of School:

Year:

TERM: 1 to 2

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

-do-	-do-	N O V E M B E R E R	4	REPRODUCTION	S e x u a l i t y a n d s e x u a l H e a l t h a n d R e s p o n s i b l e s e x u a	4	● Guide students to discuss meaning of sexuality sexual health and sexual behaviour. ● Guide students in groups to discuss on factors influencing sexual behaviour in different groups of people. ● Guide students to discuss responsible and irresponsible sexual behaviour and their impacts on one self, family and community. ● To guide students to summarize outline ways of eradication irresponsible sexual behaviour in the family, school and community. ● To lead plenary discussion and make clarifications on appropriate life skills required to cope with adolescent sexuality and sexual behaviour such as self esteem, problems solving and decision making.	● Discuss on meaning of the sexuality, sexual health and sexual behaviour. ● Discuss in groups on factors influencing sexual behaviour in different groups of people. ● To discuss the responsible and irresponsible sexual behaviour and their impacts. ● Tabulate differences between responsible and irresponsible sexual behaviour. ● Discuss the ways of eradicating irresponsible sexual behaviour. ● Discuss on appropriate life skills required to cope with adolescent sexuality and sexual behaviour.	● Pictures, charts and photographs, video tapes depicting cases of sexuality and sexual behaviours. ● Radio/video tapes pictures/ charts showing people with different sexual behaviours	-//-	-//-	-//-		
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SCHEME OF WORK

Name of teacher:.....

Name of School:

Year:

TERM: 1 to 2

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

					al b e h a vi o u r.							
COMPETENC E	GENERAL OBJECTIVES	M O N T H	V E E K	MAIN TOPIC	S U B- TO PI C	P E R I O D S	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIAS	REFER ENCES	ASSESSMENT	REMARKS

SCHEME OF WORK

Name of teacher:.....

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Year:

TERM: **1 to 2**

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

		N O V E M B E R	4		F a m i l y p l a n n i n g a n d c o n t r a c e p t i o n	4	● To lead student to discuss on the concepts of family planning and contraception. ● Organize students in groups and discuss of various family planning and contraception methods their advantages and disadvantages ● Importance of family planning and contraception.	● To discuss on the concepts of family planning and contraception. ● To discuss of various family planning methods and contraception, their advantages and disadvantages. ● Importance of family planning contraception.	● Various family planning devices. ● Charts/ pictures photographs of family planning devices.	-//-		
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SCHEME OF WORK

Name of teacher:.....

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TERM: **1 to 2**

Class/Stream: **FORM THREE**

Subject: **BIOLOGY**

					M a t e r n a l a n d c h i l d c a r e.	• Lead students to discuss on maternal and child care. • Assign students to investigate socio-cultural factors which affect maternal and child care. • To lead a class discussion on the ways of providing appropriate maternal and child care for PLWHA	• To discuss importance of maternal and child care. • Present their investigations for class discussion. • To discuss on ways of providing appropriate maternal and child care for PLWHA	• Charts/ pictures and photographs of women and children living with HIV/AIDS	-//-		
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KUPATA FULL SCHEME

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