|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
| 1. i. Students to make appropriate use of Biological knowledge concepts and principle in

 solving various problem in daily life. ii. Student to perform practical activities in growth processes. | i. Students to acquire basic knowledge, skills, concepts, principles and mechanics of physiological process in plants and animals. ii. Students to develop practical skills in studying growth processes. |  JANUARY | 34 | GROWTH | 1.1Concept of Growth. | 2 | * To lead students to

discuss the meaning and importance of growth. | * To discuss the

meaning and importance of growth in groups. | * Charts /

diagrams/pictures showing developmental stages of plants and animals.* Real

objects. | * Fundamental of Biology form 4, students Book. J.M Mwaniki, G.G Geofrey Delah Education publishers Ltd. Biolo gy Forms 3 &4 students Book Tanzania Institute of Education Longman.
 | * Is the

student able to explain the concept of growth 2?.* Can the

student investigate internal and external factors affecting growth in plants and animals? |  |
| * To guide students

through questions and answers to mention internal and external factors affecting growth in plants and animals.* To make reflection of

the experiments and clarify main points. | * To carry out

experiment to investigate external and internal factors affecting growth. |
| 1.2Mitosis and Growth | 6 | * To guide students in

groups to discuss the concept of mitosis.* To make clarification

and conclusion after students presentation. | * To discuss the

concepts of mitosis and present their tasks. | * Charts/

models photographs diagrams slides showing stages of mitosis. |
| * Is the

students able to explain the concept of mitosis? * Illustrate.
 |
| Biology A frictional Approach 3rd Edition M.B.V Robert Thomas Nelson..  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | JANUARY |  | GROWTH |  |  | * To guide students in

groups to discuss stages of mitosis.* To reflect on the

drawings and make necessary clarification. | * To discuss in

groups and illustrate stages of mitosis diagrams and present their groups tasks plenary discussions. | * Microscope

 slides of mitosis. | Biology Book. Ritter et al Nelson Canada | * Correctly

stages of mitosis?* Explain

significance of mitosis on growth? |  |
|  | * To guide the students

in groups to discuss the significance the significance of mitosis in growth.* To reflect on the

presentation and make clarifications. | * To present their group tasks in the plenary discussion.
 |  |
| FEBRUARY | 1 | 1.3Growth and Development stages in Human | 6 | * To guide students to

discuss the meaning of diffuse growth in groups.* To culminate the

discussion by highlighting the meaning of diffuse growth. | * To discuss the

meaning of diffusion growth in groups and present their tasks.* To use the

highlights to deduce the meaning of diffuse growth and distinctive characteristics. | Charts/diagrams /pictures showing development stages in man. |  | Is the students able to explain;* Concept of

growth and development in human being?* In the stages

of human post-natal growth and development? |
|  | * To lead the students in

groups to observe the displayed charts and discuss the stages ad changes during human growth and development.* To clarify on the

psychological and physical and behavioural changes associated with each stage of human growth and development. | * To observe the

displayed charts and discuss the stages and changes during human growth and development. | * Photogra

phs charts showing stages of human growth from infancy to old age. |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | FEBRUARY |  | GROWTH |  |  | * To guide the students

in small groups to discuss physiological , physiological and behavioural changes associated with growth and development in childhood, adolescence, reproductive age, middle and old age.* To culminate the

discussion and clarify the major points. | * To discuss

physiological and behavioural changes associated with growth and development in childhood, adolescence reproductive age, middle and old age. | * Charts on

nutrition shelter and other basic needs. |  | Is the students able to:- - explain physiological psychological and behavioural changes associated with growth and development? |  |
| * To lead students in

groups to discuss the factors affecting the rate of physical deterioration of human body and services required to meet the needs of individual at each stage.* To clarify on the study

findings and emphasize that improve to reduce factors which affect the rate of physical deterioration of human body and services required to required to meet the needs of an individual at each stage will enhance the quality of human life. | * To discuss the factors affecting the rate of physical deterioration of human body and services required to meet the needs of individual at each stage.
 | * Photogra

phys/charts/diagrams showing human developmental stages.* Charts /

pictures of varieties of food.* A variety

of food substances. |  | Is the student able to outline the factors which affect the rate of physical deterioration of human body?Services required to meet the needs of individual at each stage? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | FEBRUARY | 2 & 3 |  | Growth in flowering plants | 8 | * To guide the students to

explain the concepts of localized growth in plants.* To lead the students in

groups to experiment and observe the germinating seeds and growing seasons of a plant for 5-7 days.* To culminate by

highlighting the concept of localized in flowering plants. | * To explain the

concept of localized growth in plants.* In groups to

experiment and observe the germinating seeds and growing seasons of a plant for 5-7 days. | * Germinate

 seeds* Ruler/tape

measure.* Rope

/thread* Indian ink
* Cotton

wool* Petri dishes
* Hand lens
* Young plant
 |  | Is the student able to explain the concept of seed of germination? |  |
| * To lead the students to

discuss the changes which occur during seed germination. | * To discuss the

changes which occur during seed germination. | * Extract/

texts on the changes which occur during seed germination. |  | Can the student outline changes which occur during seed germination?How accurately can the student be able to investigate condition necessary for seed germination experimentally?Explain the concept of localized growth and germination? |
| * To guide the students

to perform an experiment to investigate the conditions necessary for germination and discuss their findings.* To guide the students

to deduce from the findings the conditions necessary for germination and present their task in a class discussion.* To reflect on the

presentations and point out the conditions necessary for seed germination. | * To perform an

experiment to investigate the conditions necessary for germination and discuss their findings.* To deduce from

the findings the conditions necessary for germination and present their task in a class discussion. | * Seeds
* Water
* Cotton wool
* Petri

dishes* Indian ink
* Textual material.
 |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To lead students in

groups to carry out experiments on equal and hypogeal germination and report their experiment findings in plenary discussion.* To reflect on students

responses and make necessary clarifications. | * To carry out experiments one pigeal and hypogeal germination and report on their experiment findings in plenary discussion.
 | * Diagrams

/ drawings on seed germination. |  | * Carry out

practical activities to demonstrate on epigeal and hypogeal germination.* Examine

 growing  regions of  a root  and a shoot experimentally? |  |
| * To lead students in

groups to perform experiments to examine the growing regions of a radical and a plumule (most and shoot spices)* To lea students to take

measurement of the growing shoot and root periodically and discuss their findings. | * To take

measurement of the growing shoot and root periodically and discuss findings. * To make reflection

of the experiment and clarify main points. | * Germating seeds.
* Petri dishes
* Water
* Thread/rope
* Ruler
* Indian ink
 |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
| * Students to make appropriate use of biological knowledge concepts and principle in solving various problem in daily life.
* Perform practical activities in genetic.
* Demonstrate

appropriate use of genitio principle to improve animal, reproduction and resolve socio -cultural conflicts. | * Acquire

basic knowledge skills, concepts, principles and mechanism of physiological success in plants and animals.* Develop

practical skills in studying genetics.* Apply

knowledge skills and principles of genetics in improving plant and animal seeds as well as solving socio cultural conflicts (e.g. Marital conflicts and child rejection) | FEBRUARY | 4 | 2.0G E N E T I C S | 2.1Concept of Genetics | 2 | * To lead the students in

groups to discuss the meaning of genetics, variations and resemblance which exists among members of the same family.* To give conclusion by

formulating definitions of interface and genetics. | * To discuss the meaning of genetics, variations and resemblance which exists among members of the same family.
 | * Photocopy

 / pictures showing members of the same family. | * Fundamental of Biology Form 4 students Book J.M Mwaniki, G.G. Geoffrey Delah Educational Publishers Ltd. Biology forms 3&4 students Book TIE –Longman.. Biology – A fundamental approach 3rd edition

M.B V. Roberts Thomas Nelson. | * Is the

students able to explain the concept if genetics.* How

correctly can the student state common terms used in genetics? |  |
| * To display all common

terms used in genetics.* To lea students to

discuss on the meaning of each term.* To make clarification

and conclusion on the common terms used in genetics. | * To discuss on the meaning of each terms.
 | Charts showing common terms used in genetics. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  | 2.2Genetics materials. | 4 | * To lead students to

discuss on the meaning of genetic material.* To make clarification

and conclusion.* To lead students in

groups to observe models/pictures/photographs of DNA and RNA molecules and discuss its structure and composition.* To lead students to

and label the structure of DNA and RNA molecule.* To lead a class

discussion on the structure of DNA and RNA molecules and clarify the students responses. | * To discuss on the

meaning of genetic materials.* To observe

Models/pictures/photographs of DNA and RNA molecules and discuss its structure and composition.* To draw and label

the structure of DNA and RNA molecules.* To discuss on the

structure of DNA and RNA molecules. | * Models/

charts pictures showing genetic materials.* Models/diagrams/pictures/photographs of DNA molecules.
* Plasticise / day soil leads for moulding DNA molecule model
* Zip
 | * Biology

 Bob. Rutter al Nelson CanadaIllustrate Human and soil Biology B.S Beckett Oxford University Press. | The student able to explain the concept of genetic materials?Can the student describe the structure and composition of genetic materials?Is the student able to differentiate DNA from RNA? |  |
| * To lead students in

groups to observe models/pictures/diagrams of DNA and RNA and discuss their differences.* To clarify on the

differences between DNA and RNA and make conclusions. | * To observe

models/pictures / diagrams of DNA and RNA and discuss their differences. | * Models /

Pictures / diagrams of RNA and DNA molecule. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  | 2.3Principles of Inheritance2.3.1Concept of inheritance | 2 | * To lead students in

groups to discuss observable features of members of the same family. | * To discuss

observable features of members of the same family. | * Pictures /

photographs of members of the same family.* Flowers

and leaves of plants of the same family. E.g. Okra, Hibiscus, Cotton ,bean. |  | Can the student explain the concept of inheritance? |  |
| 2.3.2Mendelian inheritance. | 8 | * To organize a study visit

at school form a nearby peas/bean farm.* To lead students in

groups to observe and discuss different parts of the plant (i.e steam length flower colour, pod colour and shape)* To use students findings

to lead a class discussion on the characteristics features used to investigate members first law of inheritance. | * To visit a school

farm or nearby peas/bean farm.* To observe and

discuss different parts of the plant.* To summarize

major points and state Mendel’s first law of inheritance. | * Mature pea or bean plant.
 | Is the student able to state the Mendel’s first law of inheritance? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | MARCH | 1 & 2 |  |  |  | * To lead students to

discuss the meaning of monohybrid crosses and ratios.* To guide the students to

illustrate using generic diagrams the monohybrid crosses and ratios. | * To discuss the

meaning of monohybrid crosses and rations.* To illustrate using

genetic diagrams the monohybrid crosses and rations. | * Pods of

fresh green peas beans.* Pictures /

Photographs. |  | How accurately can * The student illustrate monohybrid crosses and ratios.
* Can the

student accurately to interpreted monohybrid cross ( and ratios?* Can the student to interpret data from monohybrid experiment to demonstrate Mendel’s first law of inheritance experimentally?
 |  |
|  | * To lead the students in

group using guidelines to interpreted data from monohybrid experiments to demonstrate Mendel’s first law of inheritance and discuss that interpretation findings.* To use students findings to make clarifications and conclusion.
 | * In groups using

guidelines to interpret data from monohybrid experiments to demonstrate Mendel’s firs law of inheritance and discuss their interpretation findings. | * Peas /

bean seeds* Beads of

two different colours* Beakers
 |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | MARCH |  |  |  |  | * To guide students in

groups to discuss the patterns of inheritance of albinism, tongue rolling, ABO and Rhesus factors, blood grouping and sickle cell anaemia.* To reflect on the

presentation and make clarification. | * In groups to

discuss the patterns of inheritance of albinism tongue rolling, ABO an Rhesus factors, blood grouping and sickle cell anaemia.* To present group

tasks in a plenary discussions. | * 250gm of bean or pea seeds.
* 50-100 of two different colours.
* Beakers.
 |  | Inheritance experimentally?Is the student able to illustrate patterns of inheritance that follow Mendel’s first law of inheritance? |  |
|  |  | APRIL | 1 | **MID TERM TESTS** |
| 2 | MIDTERM BREAKMARKING AND COMPILLING OF MARKS OF MIDTERM TESTS |
|  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | APRIL | 3 |  | 2.3.3Non-Mendelian inheritance. | 6 | * To lead the students to

discuss in groups the meaning of incomplete dominance and co-dominance .* To use students

responses to clarify on the meaning of incomplete dominance and co-dominance. | * To discuss in

groups the meaning of incomplete dominance and co-dominance. | * Charts/

pictures and photographs showing members of the same family.* Pictures/

Photographs showing animals with different colours black, white brown and dotted cow, cat, goat, or hen.* Chart, /

pictures photograph.* Beads of

different colours.* Beakers.
 |  | Is the student able to explain incomplete dominance and co-dominance?How well can the student illustrate – patterns of inheritance that deviates from Mendel’s first law f inheritance? |  |
| * To lead the students to

discuss on the patterns of inheritance that deviates from Mendel’s first law of inheritance.* To organize students

responses and use to describe using genetic diagrams the patient of inheritance that deviates from the Mendel’s first law of inheritance. | * To discuss on the

pattern of inheritance that deviates from Mendel’s first law of inheritance.* To describe the

patterns of inheritance using genetic diagrams. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | APRIL | 4 |  | 2.4Sex determination and inheritance. | 8 | * To lead students in

groups using genetic diagrams to describe the mechanisms of sex – determination and inheritance.* To make clarification

and conclusion on the mechanism of sex determination and inheritance. | * In groups using

genetics diagrams to describe the mechanisms of sex determination and inheritance.  | * Photogra

phs / pictures showing different animals. |  | Can the students describe the mechanism of sex determination and inheritance? |  |
| MAY | 1 & 2 | * To lead the students in

groups to discuss the meaning of sex linked sex limited and sex influenced characters.* To lead the students in

groups to discuss the observable features of animals of different sex (e.g long hair of lion, big comb and plumage of hen, long horns of goat and cow.* To make clarifications

and conclusion on the concepts of sex linked, sex limited and sex influenced characters. | * In groups to

discuss the meaning of sex linked, sex limited and sex influenced characters.* In groups to

discuss the observable features of animals of different sex (eg. Long hair of lion, big comb and plumage of hen) | * Charts

/pictures photographs showing animals of different sex. * Samples

of study report on socio-cultural factors  | Is the student able to explain the concept of sex linked sex limited and sex influenced characters?Is the students able to explain consequence of sex preference and selection? |
| * To lead the students to

discuss on the consequences of sex preference and sex selection. | * To discuss on the

Consequences of sex preference and sex selection. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | MAY | 3 |  |  |  | * To invite a guest speaker

to table on sex preference and sex selection and its consequences. | * To make points

from the guest speakers presentation that will lead them to explain consequences of sex preference and sex selection.  |  |  | Is the student able to explain the concept of sex linked sex limited and sex influenced characters? |  |
| 2.5Variation among organisms |  | * To lead students in

groups to observe discussion record variations existing among members of the same family.* To lead class discussion and make clarification.
 | * To observe,

discuss and record variations among members of the same family in groups. | * Pictures /

photographs of members of the same family.* Real

objects* Extracts

/texts on variations among organism.* Pictures /

photographs of members of the same  | Can the students correctly explain the concept of variations.How accurately can the student identify variations among organisms?Is the students able to give the meaning of continuous and discontinuous variations? |
|  | * To guide students

through questions and answers to identify variations among organisms.* To lead students in

groups to carry out simple experiments on variations among organisms and record their findings.* To lead students in groups

to discuss different types of variations. | * To answer and ask

questions to identify variations among organisms.* To carry out simple

experiments on variations among organisms and record their findings in groups. * To discuss the

different types of variations. |
|  | * To lead students to

discuss on the meaning of continuous and discontinuous variations. |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To assign group tasks to

students to observe and discuss different types of variation existing on organisms around the school surroundings.* To lead students to

discuss the differences between continuous and discontinuous variations.* To clarify on the

differences between continuous and discontinuous variations. | * To observe and

discuss different types of variations existing in organisms around the school surrounding.* To discuss the

differences between continuous and discontinuous variation. | * Variety of

organisms around the school surroundings. |  | Can the student differentiate continuous from discontinuous variations? |  |
|  | * To lead students to

discuss and suggest the possible causes of variation among organisms.* To jot down the

students response on the chalk – bond and give comments on the causes of v variations among organisms. | * To discuss and suggest the possible causes of variations among organisms.
 | * Variety of organisms showing different variations.
 |  | Is the student able to explain causes of variations among organisms? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | MAY | 4 |  | 2.6Genetic Disorders | 8 | * To lead students in

groups to observe the DNA molecules model and discuss the arrangement of bases.* To guide students to

the sequence of bases of the DNA molecule model and discuss its consequences.(genotypically and phenotypically)* To summarize students responses and guide them to formulate proper meaning of genetic disorders.
 | * To observe the DNA molecules model and discuss the arrangement of bases in groups.
 | * Models

of DNA molecule* Picture/

photographs showing individuals with different genetic disorders. |  | Can the student give the meaning of genetic disorders? |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | JUNE | 1 |  |  |  | * To lead students in

groups to discuss various types of genetic disorders. (e.g. turner’s syndrome, Down’s syndrome an Mongolia)* To lead plenary

discussion on the various types of genetic disorders.* To lead students in

groups to discuss causes and effects of genetic disorders.* To lead plenary

discussion and give comments and clarification on the causes and effects of genetic disorders. | * To discuss various

types of genetic disorders (Turners syndrome, down’s syndrome and Mongolia)* to discuss causes

and effects of genetic disorders in groups and present their groups tasks for plenary discussion. | * Charts /

photographs/sickled red blood cells* Pictures

photographs showing people with different types of genetic disorders (eg. Turner’s syndrome, Down’s syndrome Mongolia) super males, super females haemophilia and colour blindness* Samples of

chemicals such as caffeine, nicotine. |  | * Is the

students able to cite examples of genetic disorders?How accurately can the student explain the causes, and effects of genetic disorders? |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  |  |  | * Sadrugs.
* Food

preservative * Charts /
* pictures

showing the effect of x-rays germa valleys and ultra v video light to organisms .* Heavy

metal e.g mercury |  |  |  |
| 2.7Application of genetics | 6 | * To lea students in

groups to discuss on the application of genetics in livestock and crop production.* To organise students

responses and use them to lead a class discussion on the application of genetics in livestock and crop production. | * To discuss on the

application of genetics in livestock and crop production in groups. | * Pictures/

photographs/charts showing crops and livestock hybrids.* Pictures/

photographs showing genetically modified organism. * A sample

of genetically modified food. |  | Is the student able to explain the importance of genetics in biological science and related fields? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To lead students in

groups to discuss the importance of genetics in biological science and related fields.* To use student

responses to discuss and make clarification on the importance of genetics in biological science related fields.  | * To discuss the

importance of genetics in biological science and related fields in groups. | * Pictures

/photographs and charts showing crop and livestock hybrid. * Pictures/

Photographs showing genetically modified organisms.* Samples

of genetically modified food. |  | Is the student able to explain the importance of genetics in biological science and related fields? |  |
| 03/6 – 08/06/2013 |  | TERMINAL EXAMINATIONS. |
| 08/06 – 15/07/2013 |  | VACATIONS |
|  | JULY | 2 |  |  | MARKING AND COMPLING OF MARKS |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
| * Make

appropriate use of biological knowledge concept and principles in solving various problem in daily life.* Perform

practical activities in classification of living things. | * Acquire

basic knowledge skills, aspects, principles and mechanism of physiological processes in plants and animals.* Classify

organisms in their respective kingdoms, phylum and class. | JULY | 3 | CLASSIFICATION OF LIVING THINGS. | 3.1Kingdom Animalia. | 2 | * To display live/preserved

animal specimens and lead students to group according to their similarities and differences.* To give guiding

questions to students to observe the collect and displayed organisms identify and record their common characteristics.* To lead students in a

class discussion on the general and distinctive features of the kingdom animalia and make clarifications.* To guide students to

observe and group organisms according to their similarities and differences.* To clarify on students microrceptions.
 | * To group

live/preserved animal specimens and group then according to their similarities and differences.* To observe the

collected and displayed organisms, identify and record their common characteristics.* To discuss on the

general and distinctive.* Features of the

kingdom Animalia.* To classify

organisms to their respective phyla. | * A variety

of animals.* Pictures

and charts of organisms in the kingdom Animalia.* Charts of

characteristics of kingdom Animalia. | * Fund

amental of Biology Form 4 students Book J.M Mwaniki, G.G Geoffrey DEP* Biology

 Form 3&4 students Book TIE Longman * Biology

 of fundamental approach 3rd edition M.B V. Roberts THOMA Nelson. | Is the student able to explain correctly the general and distinctive features of the kingdom Animalia? |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  | 3.1.1Phylum platyhelmithes | 2 | * To guide students using hand lenses to observe preserved specimens of flatworms and record their physical features.
* To lead a class discussion on the general and distinctive features of phylum plathelmothes and make clarifications.
 | * To observe

preserved specimens of flatworms and record their physical features using hand lens.* To discuss on the

general and distinctive features of phylum flathelinthes | * preserved

specimens preserved tapeworms lives fluke.* Diagrams

/pictures of flatworms e.g. plandria, liver fluke, tapeworms * Hand lenses.
 |  | How accurately can the student describe the structure of tapeworm (Taenia)Is the students able to explain the advantages and disadvantages of Taenia (Tapeworm) |  |
| * To lead students

using hand lenses to observe the tapeworm Taenia and record its distinctive features. | * To

observe the tapeworm Taenia and record its distinctive features. | * Pictures

of flatworms (Taenia), liver fluke, plandria * Charts of

the general and distinctive features of phylum platyhelimthes* Preserved

specimen of flatworms * Charts for

the general and distinctive features of Taenia (tapeworm)* Pictures/

preserve specimen of Tapeworm |
| * To lead a plenary

discussion about the structure and general and distinctive features of tapeworm (Taenia)* To guide students to

describe the structure of Taenia (Tapeworm)and give clarifications.* To guide students to

draw a well labelled diagram of a tapeworm. | * To discuss about

the structure and general and distinctions feature of tapeworm (Taenia)* To describe the

structure of Taenia (Tapeworm) and give clarifications.* To draw a well

labelled diagram of a tapeworm. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | JULY |  |  |  |  | * To lead students to

discuss the advantages and disadvantages of flatworms.* To guide students to

outline the advantages and disadvantages of tapeworms. | * Discuss the

advantages and disadvantages of flatworms.* Outline the

advantages and disadvantages of tapeworms. |  |  | Is the student able to explain correctly the general and distinctive features of the phylum Ascheminthes (Nematoda)Can the student describe accurately the structure of Ascaris (round worms)How correctly can the student outline the advantages and disadvantages of round worms? |  |
| 3.1.2Phylum Aschelminthes (Nematode) | 4 | * To lead students in

groups to observe preserved round worms or pictures and diagrams of round worms and record their distinctive characteristics.* To guide students to

discuss in a plenary the distinctive features of round worms and give clarifications. | * To observe in

groups preserved rounds worms or pictures and diagrams of round worms and record their distinctive characteristics.* To discuss in a

plenary the distinctive features of round worms . | * Preserve

d specimen of round worms (Ascaris)hookworms* Hand

Lenses* Pictures,

charts or photograph of round worms.* Preserved

specimen of Ascaris.* Charts,

pictures and diagrams of Ascaris.* Hand

lenses.* Charts of

phylum Aschelminthes. |
| * To lead students using

hand lenses to observe and identify posterior and anterior ends of a round worms.* To guide students to

identify anterior and posterior ends of Ascaris and describe then distinctive features. | * To observe and

identify had lenses anterior and posterior ends of Ascaris and describe their distinctive features.* To draw and label

a diagram of the roundworms (Ascaris). |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To lead students in

groups to discuss the advantages and disadvantages of phylum Ascheminthes and present their word in a plenary session. | * To discuss in groups advantages and disadvantages of phylum Ascheminthes and present their work in a plenary session.
 | . |  |  |  |
| * To reflect on the

presentations giving comment. |  |
|  |  | AUGUST | 1 |  | 3.1.3Phylum Annelida | 4 | * To lead students to

observe organisms under the phylum Annelida (earth worm and leeches) and discuss their characteristics.* To lead plenary

discussion on the general and distinctive features of the phylum Annelida. | * To observe

organisms under the phylum Annelida (earthworm and leeches) and discuss their characteristics.* To discuss on the

general and distinctive features of the phylum Annelida. | * Diagrams

and pictures of leads and earthworm.* Preserved

specimens of annelida.* Charts to
* show the

structure of leeches and earthworm* Live or

preserved earthworm hand lens. | Is the student able to explain accurately the general and distinctive features of the phylum Annelida?Is the student able to explain the advantages & disadvantages of Lubricous (earthworm)? |
| * To guide students using

hand lens to observe preserved and live specimens of earthworms to identify body parts. | * To observe

preserved and live specimens of earthworms to identify body parts using had lens. |
|  | * Students in groups

to discuss advantages and disadvantages of Lubricous (earthworm) |
| **MOCK EXAMINATIONS** |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | AUGUST | 2 | 3.1.4Phylum Anthropoda | 4 | * To lead a plenary discussion on general and distinctive features of phylum Arthropoda.
 | * In groups using

guiding questions to observe and record the distinctive and general features of the collected displayed specimens of Arthropods. | * Pictures,

diagrams of arthropods.* Preserve

d or live specimens of varieties of Arthropods* Hand lens
* Pictures

and photographs of variety of arthropods* Chart of

classes of arthropods* Hand lens
* Variety of

organism of each class of the phylum arthropods.  |  | * How

accurately can the student explain the general and distinctive features of the phylum Arthropod?* Can the

student accurately mention the classes of the phylum Arthropoda?* How

accurately can the student cite examples of organism under each class of the phylum Arthropoda? |  |
| * To lead students in

groups to observe variety of arthropods and groups them according to their similarities and differences.* To lead a plenary

discussion and make necessary clarifications. | * To observe variety

of arthropods and group them according to their similarities and differences.* To discuss and

make necessary clarification |
| * To guide students to

collect variety of organisms belonging to each class of the phylum Arthropoda.* To led students in

groups to discuss the characteristic features of organisms under each class and cite. Example of organisms belonging to each class. | * To collect variety

of organisms belonging to each class of the phylum Arthropoda.* To discuss in

groups the characteristic features of organisms under each class and cite examples of organisms belonging to each class. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | AUGUST |  |  |  |  | * To lead students in

groups to discuss the general and distinctive characteristics of one of the five classes of phylum Arthropoda .* To guide the students in

their groups to discuss and came up with the correct general and distinctive characteristics of the respective class. | * To discuss in

groups the general and distinctive characteristics of one of the five classes of phylum Arthropoda.* To discuss in

groups and come up with the correct general and distinctive characteristics of the respective class. | * A variety

of Arthropods (live or preserved specimens)* Charts,

pictures, photographs showing variety of Arthropods. |  | * Is the

student able to explain distinctive features of each class of phylum Arthropoda?* Can the

students describe the structures of representative organisms under each class? |  |
| * To guide the students in

groups to observe organism of each of the phylum Arthropoda and discuss their characteristic features.* To guide students to

draw well labelled diagrams of representative organisms under each class of the phylum Arthropoda.* To lead a plenary

discussion and reflect on students responses to make general comments and clarifications. | * To observe

organisms of each of the phylum Arthropoda and discuss their characteristic features.* Students to draw

well labelled diagrams of representative organisms under each class of the phylum Arthropoda. |  |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | AUGUST | 3 & 4 |  |  |  | * To guide students in

groups to discuss the advantages and disadvantages of each class of the phylum Arthropoda.* To lead students to

present their group tasks in a plenary session and reflect on the students responses and give clarification. | * Students in groups

to discuss the advantages and disadvantages of each class of the phylum Arthropoda* To prevent group

tasks in a plenary session. | * Chart

showing advantage and disadvantages of each class of phylum arthropods.* A variety

of arthropods (live or preserved species) |  | * How

accurately can the student explain the advantage and disadvantages of each class of the phylum Arthropoda? |  |
|  |  |  |  |  | 3.1.5Phylum Chordata | 8 | * To guide students to

observe a variety of common chordates and record their observations.* To guide students in a

class discussion to outline the general and distinctive features of phylum chordata. | * To observe a

variety of common chordate and record their observations.* To present their

in plenary to outline the general and distinctive features of phylum chordata. | * Pictures, charts, photographs showing varieties of common chordate. E.g mice, frog, hazard, buds, fish, snake, mouse and rats. Live a preserved specimens of chordates eg. Frog, fish, lizard, rats & birds
 |  | Is the students able to explain the general and distinctive characteristics features of the phylum chordate? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To lead students using

questions and answers to identify different groups within the phylum chordata.* To lead students in

groups to discuss on different classes of the phylum chordata.* To lead plenary

discussion and give necessary clarifications. | * To identify

different groups within the phylum chordata.* To discuss on

different classes of the phylum chordata. | * Charts/

pictures/ photographs of different chordates in their respective classes.* Varieties

of chordates (live in preserved specimen) |  | Can the student mention the classes of the phylum chordata? |  |
| * To organize students

into groups and assign each group a task of collecting information from relevant textual materials about classes of phylum chordata. | * To collect

information from relevant textural materials about classes of phylum chordata.* To present their

findings in a plenary session. | * Charts/pi

ctures/photographs of different chordates in their respective classes.* Varieties

of chordates (live in preserved specimen)* Live on

preserved specimens of different chordates, e.g birds, frog/toad & lizard. | Can the student correctly explain the distinctive characteristics of each class of phylum chordata. |
| * To guide students to

describe the features of some common chordates draw and label them to show their external features. | * To describe the

features of some common chordates draw and label them to show their external features. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To guide students to

discuss in groups the advantages of each class of the phylum chordata and tabulate for each class of phylum chordata. | * To discuss in

groups the advantages of the phylum chordata.* To tabulate the

advantages and disadvantages of each class of phylum chordata. | * Live a

preserved specimen of different chordates.* Charts/pi

ctures/photographs showing different chordates. |  |  |  |
|  |  | SEPTEMBER | 1 | 4.0EVOLUTION | 4.1Concept of Organic Evolution |  | * To lead students

through questions and answers to give the meaning of organic evolution.* To lead students to

discuss the meaning of organic evolution. | * To give the

meaning of organic evolution.* To discuss the

meaning of organic evolution. | * VIPP cards on the concept of organic evolution.
 | * Fundam

entals of Biology form 4 students Book. J.M Mwaniki, G.G Geoffrey Delah Education Publishers LTD. & Biology Form 3&4 students Book Tanzania Institute of Education Longman. Biology of functional Approach 3re edition BV Roberts Thomas  |  Is the student able to explain the concept of organic evolution? |
| 4.2Theories of the origin of life. |  | * To prepare cards on

texts on the basic ideas about origin of life.* To lead a class

discussion, give general comments and make conclusion. | * To discuss in small

groups the basic ideas about the origin of life and present their task using the prepared cards or texts. | * VIPP

cards * Texts

excreted from various sources on the basic ideas about the origin of life. | To what extent can the student outline the basic ideas about the origin of line. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | SEPTEMBER | 2 |  |  |  | * To lead student discuss in small groups the theories of the origins of life.
* To guide the students in summarizing the major ideas.
 | * To discuss in small

groups the theories of the origins of life such as special creation, spontaneous generation and steady state theories using guiding questions.* To present group

tasks in plenary discussion. | * Texts

extracted from various sources explaining theories of the origin of life. | * Biolo

gy of Ritten et. Al Nelson Canada. | Can the student state the theories of the origin of life? |  |
| 4.3.1Lamarck’s  | 2 | * To lead a class

discussion on the major ideas of the Lamarck’s theory of evolution. | * Discussion on the

major ideas of the Lamarck’s theory of evolution.* To summarize the

major ideas of Lamarck’s theory of evolution. | * VIPP

cards on the major idea of Lamarck’s theory  |  | How correctly can the student state Lamarck’s theory of evolution. |
|  | * To lead students using

questions and answers to point out the Lamarck’s observation and deduction. | * To joint out the

Lamarck’s observation and deductions.* To summarize

their responses on the Lamarck’s observations and deductions. | * Chart on

the Lamarck’s observation and deductions. |  | Is the student able to explain Lamarck’s observation and deductions? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To guide students to

brainstorm on the merits and demerits of Lamarck’s theory of evolution.* To guide students to

organize and summarize their responses on the merits and demerits of Lamarck’s theory of evolution. | * To brainstorm on

the merits and demerits of Lamarck’s theory of evolution. |  |  | Can the student outline the merits and demerits of Lamarck’s theory of evolution? |  |
| 3 |  | 4.3.2Darwin’s |  | * To lead a class

discussion on the major idea of Darwin’s theory of evaluation. | * To discuss on the

major idea of Darwin’s theory of evolution.* To summarize the

major ideas in order to state Darwin’s theory of evolution.  | * VIPP

Cards on the Darwin’s theory of evolution. |  | Is the student able to state Darwin’s theory of evolution? |
|  | * To guide students in

groups to discuss Darwin’s observations and deductions using guiding questions.* To guide students to

summarize their responses and make conclusion. | * To discuss Darwin’s

observations and deductions using guiding questions.* To present group tasks in plenary discussion.
 | * A chart

showing summary of Darwin’s observation and deductions. |  | To what extent is the student able to outline Darwin’s observation and deductions? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To lead students to

discuss in groups and make presentations on the major ideas in the theory of natural selection in relation to the mechanisms of evaluation. | * To discuss in

groups and make presentation on the major ideas in the theory of natural selection in relation to the mechanics of evolution. | * A chart showing major ideas of the theory of natural selection.
 |  | How accurately can the student explain the theory of natural selection in relation to the mechanisms? |  |
|  | * To lead plenary

discussion and guide students to summarize major ideas, make discussions and conclusion. |  |  |  |  |
|  | * To lead students to

discuss in groups the merits and demerits of Darwin’s theory of evolution using guiding questions.* To guide them to

summarize and record major points on merits and demerits of Darwin’s theory of evolution. | * To discuss in

groups the merits and demerits of Darwin’s theory of revolution using guiding questions.* To present in

plenary their groups tasks. | * A manila

sheet showing tabulation of merits and demerits of Darwin’s theory of evolution. |  | Is the student able to explain the merits and demerits of Darwin’s theory of evolution? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  | 4.4Evidence of organic Evolution | 6 | * To guide students

through questions and answers to list down sources of evidence of organic evolution. | * To list down

sources of evidence of organic evolution. | * Photographs

 of remains of plants and animals in rocks. |  | Can the student mention sources of evidence which support organic evolution? |  |
| * To lead a class

discussion on the sources of evidence of organic evolution. | * To discuss on the

source of evidence of organic evolution. |  |  |  |
| * To guide students in

groups to observe pictures or photographs and discuss the evidences of organic evolution.* To guide students to summarize major points and make clarifications.
 | * To observe

pictures or photographs and discuss the evidences of organic evolution.* To present group

tasks in plenary discussion. | * Photocopy

pictures of fossils in the rock strata. |  | Can the student adequately explain the evidence of organic evolution? |
| * To organize a study tour

to the archives historical sites which show the evidence of organics evolution?* To lead plenary

discussion guide students to summarize their findings and make conclusion. | * To make a study

tour to the archives historical sites which show the evidence of organic evolution.* To discus in groups

the major findings from the study tour, prepare a report and present in plenary discussion. | * Photocopy

pictures of follies in the rocks |  | How correctly can the student investigate evidences and application of organic evolution in real life situation? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  | OCTOBER | 1&2 | 5.0 HUMAN IMMUNO DEFFICIENCY VIRUS (HIV) ACQUIRED IMMUNE DEFFICIENCY SYNDROME (AIDS) AND SEVUALLY TRANSMITTTED INFECTINS (STIs) | 5.1RELATION BETWEEN HIV, AIDS AND STI S | 6 | * To guide students to brainstorm on the differences between HIV, AIDS and STIs.
* To guide students to record the correct responses and tabulate the differences between HIV, AIDS and STIs.
 | * To brainstorm on

the difference between HIV, AIDS and STDs.* To record the

correct responses and tabulate the differences between HIV, AIDS and STIs. | * Reports

from UNAIDS, NACP and TACAIDS.* Charts

on AIDS in Africa. | Biologyform 3 & 4 students book TIE Longman. | Is the student able to distinguish between HIV/AIDS and STIs? |  |
|  | * To lead a class

discussion on relationship between HIV and STIs focusing on similarities, differences, Mode of transmission and effects.* To guide students to

record and summarize major ideas on the relationship between HIV and STIs.  | * To discuss on

relationship between HIV and STIs focusing on similarities, differences, mode of transmission and effects.* To record and

summarize major ideas on the relationship between HIV and STIs. | * Reports

on HIV/AIDS and STIs.* Charts on

AIDS in Africa would /Tanzania. | Is the student able to explain the relationship between HIV and STIs? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To prepare guideline for

students to investigate the impact of HIV/AIDS and STIs in the community.* To guide students to

analyze their findings and present study reports in a plenary session and clarify where necessary | * To investigate the

impact of HIV/AIDS and STIs in the community.* To carry out an

investigation on the impact of HIV/AIDS and STIs in the community to analyze findings and present study reports in a plenary session. | * Real

objects* Samples

of study reports on impacts of HIV/AIDS/STIs. |  | Can the student investigate the impact of HIV/AIDS and STIs in the community? |  |
| 5.2Management and control of HIV/AIDS and STIs. | 6 | * To lead students to

discuss ways of management and control of HIV/AIDS and STIs in the community.* To guide student to

present their tasks in plenary discussion and make necessary clarification. | * To discuss ways of

management and control of HIV, AIDS and STIs in the community.* To present task in

a plenary discussion. | * Manual

on management HIV/AIDS and STIs.* Reports

on HIV/AIDS and STIs.* Extracts

texts on HIV/AIDS and STIs. |  | Is the student able to outline ways of managing and controlling HIV/AIDS and STIs? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To prepare

extracts/texts from magazine on books on the management of HIV/AIDs/STIs.* To guide students in

groups to role play how to use different life skills in the management and control of HIV/AIDS and STIs.* To lead students to

reflect on role plays and summarize major ideas in the management and control of HIV/AIDS/STIs. | * To discuss in

groups life skills needed for management and control of HIV/AIDS and STIs.* To role play how

to use different life skills in the management and control of HIV/AIDS and STIs.* To reflect on role

plays on the management on the HIV/AIDS /STIs. |  | * Life

skill manual. Extra ts/texts on life skills for management of HIV/AIDS and STIs. FLE Biology Teachers guide Form 3&4 | Can the student mention the appropriate life skill needed for home based care for PLWHA |  |
| * To guide student to

discuss on the necessary precautions when handling HIV infected people and those with STIs/STDs. | * Discuss on the

necessary precautions when handling HIV infected people and those with STIs/STDs.* To share group

work in a plenary session. |  | * Brochur

es and fliers on method of handling people living with HIV/AIDS. Charts on HIV/AID/STIs in Africa/World /Tanzania. | Can the student mention the appropriate the life skills needed for management and control of HIV/AIDS and STIs. |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To guide students to

prioritize the mentioned precautions for handling people with STIs and those living with HIV/AIDS.  | * To prioritize the

mentioned precautions for handling people with STIs and those living with HIV/AIDS | * FLE

Biology Teachers Guide for Form 3&4 |  |  |  |
| 5.3Counselling and voluntary Testing (CVT) |  | * To lead students in

groups to discuss the meaning and importance of CVT.* To give clarifications

where necessary of the presentation. | * To discuss the

meaning and importance of counselling and Voluntary Testing.* To present group

tasks in a plenary discussion. | * CVT

manual.* Reports

on HIV/AIDS/STIs. |  | Is the student able to explain the concept of CVT? |
|  | * To lead students

through questions and answers to outline the significance of CVT in the control of HIV/AIDS/STIs.* To lead student to

discuss in groups the significance of CVT in the control and prevention of HIV and STIs.* To give clarifications on the presentations.
 | * To outline the

significance of CVT in the control of HIV/AIDS/STIs.* To discuss in

groups the significance of CVT in the control and preventation of HIV and STIs.* To present their

tasks in plenary session. | * manual on CVT.

.* Reports

on CVT |  | Can the student outline the significance of CVT in control and prevention of HIV and STIs? |
|  COMPETENCE | GENERAL OBJECTIVES | MONTH | WEEK | MAIN TOPIC | SUB-TOPIC | PERIODS | TEACHING ACTIVITIES | LEARNING ACTIVITIES | T/L MATERIAS | REFERENCES | ASSESSMENT | REMARKS |
|  |  |  |  |  |  |  | * To provide guidelines on

the procedures and techniques of CVT.* To guide students in the

discussion and make a clarification of the findings and observations in the plenary discussion. | * To discuss in

groups the procedures and techniques of CVT and record the main ideas.* To share findings

and observations in plenary session. | * Manuals

on CVT for HIV/AIDS/STIs.* Extracts

/texts on procedures and techniques of CVT. |  | Is the students able to explain the procedures for CVT? |  |