**PRIMARY SIX SCIENCE SHEME OF WORK TERM 1**

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| **WK** | **PD** | **THEME** | **TOPIC** | **S/TOPIC** | **COMPETENCES** | | **CONTENT** | **MTDS** | **L/SKILLS** | **L/ACTS** | **L/AIDS** | **REF** | **REM** |
| 1 | 1 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Living things | ***SUBJECT*** | ***LANGUAGE*** | ***Living things***   * Meaning of living things. * Characteristics of living things. * Features and characteristics based on to classify living things. * Classification of living things. * Kingdoms of living things. * Differences between plants and animals. | Conducted class discussion  Guided discovery | Critical thinking  Self-awareness  Love  Care | Mentions the x-tics and Kingdoms of living things. | Living things in the local environment | Baroqueeint Science BK 6 page 1. |  |
| The learner;   1. Defines living things. 2. States the x-tics of living things. 3. Identifies the kingdoms of living things. | The learner;  Reads, spells and pronounces.   * Respire * Stimuli * Food * Protocticta * Bacteria |
|  | 2 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Protoctista | The Learner;   * Describe the protoctista organisms. * Gives the characteristics of protoctista organisms. * Mentions the examples of protoctista organisms. | The learner; reads, spells and pronounces.   * Protoctista * Euglena * Protozoa * Organism | ***Protoctista Kingdom***   * Description of protoctista organisms. * Characteristics of protoctista organisms * Euglena * Protozoa * Characteristics of Euglena | Guided discussion  Guided discovery  Brain storming | Critical thinking  Self-awareness  Love  Respect | Stating examples of in the protoctista kingdom. | Structure of Euglena on a chart. | Comp science BK 6 page 52. |  |
|  | 3 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Protozoa | The learner;   * States the characteristics of protozoa. | The learner reads spells and pronounces   * Protozoa * Amoeba * Paramecium * Pseudopodia | ***Protozoa***   * Characteristics of protozoa * Examples of protozoa * Amoeba * Facts about amoeba * Paramecium * Dangers of protozoa | Guided discussion | Problem solving | Naming parts of an amoeba | Structure of an amoeba | Comp science BK 6 page 53 |  |
|  | 4 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Animal Kingdom | The Learner;   * Identifies the groups of animals. * Describes vertebrate. * States the groups of vertebrate. | The learner; reads, spells and pronounces,   * Vertebrates * Invertebrates * Mammals * Reptiles * Homoeothermic * Amphibian | ***Animals Kingdom***   * *Groups of Animals* * *Vertebrates* * *Characteristics of vertebrate* * *Groups of vertebrate* * *Types of vertebrate.* | Guided discovery  Conducted class discussion  Question and answer | Self-awareness  Critical thinking  Care  Responsibility | Stating the groups of animals | Table of classification of animal | Comp Science page 04. |  |
|  | 5 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Birds | The Learner;   * States the characteristics of birds. * Names the external parts of a bird. * Mentions the adaptation of birds to flying. | The Learner;  Reads, spells and pronounces.   * Beak * Scales * Nictating * Feathers * Viscosity | ***Birds***   * Characteristics of birds * External features of a bird. * Uses of fathers to birds. * Uses of feathers to man. * Adaptations of birds to flying * Why some birds are un able to fly. | Guided discussion  Guided discovery  Question and Answer | Critical thinking  Assertiveness  Values  Love  Conservation | Mentioning the characteristics of birds. | A chart showing external feature of birds. | Comp. science page 05. |  |
| 2 | 1 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Groups (Types) of birds | The Learner;   * Gives the features used to classify birds. * Mentions the groups of birds. | The Learner;  Spells, reads and pronounces.   * Perching * Wading * Scavenger * Scratching * Prey | * Features of classifying birds. * Groups of birds * Swimming birds/ xtics. * Examples of swimming birds. * Beak and foot of a swimming bird. * Perchinng birds/ xtics. * Foot of a perching bird. * Types of perching birds.  1. Seed eaters 2. Insect eaters 3. Nector suckers 4. Fruit eaters | Guided solving  Brian storming  Guided discovery | Problem solving  Articulation  Value  Love  Care | Mentioning examples of perching birds. | Feet and beaks of perching birds. | Bonqueeint Science page 12 |  |
|  | 2 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Birds of prey | The Learner;   * Defines birds of prey. * States the characteristics of birds of prey. * Gives examples of birds of prey. | The Learner;  Spells, reads and pronounces.   * Prey Sight * Predator * Flesh * Talons | ***Birds of prey***   * Describing birds of prey. * Characteristics of birds of prey. * Examples of birds of prey. * Foot and beak of a preying bird. * Examples of prey for preying birds. * Adaptations of birds of prey to their feeding.   ***Scavenger birds***   * Describing scavenger birds. * Importance of scavengers. | Question and answer  Guided discovery | Problem solving  Articulation  Value   * Love * Care | Text book use.  Drawing beaks and fact of birds. | A beak and foot of a bird of prey. | Comp. science page 10 |  |
|  | 3 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Birds | The Learner;   * Gives examples of scavengers. * States the characteristics of wading birds. * Mentions the examples of wading birds. | The Learner;   * Vulture * Crow * Wading * Web * Mamboustork. | * Examples of scavengers birds   ***Wading birds***   * Meaning of to wade. * Characteristics of wading birds. * Examples of wading birds. * Foot and beak of a wading bird. * Adaptations of wading birds to wading.   ***Climbing birds***   * Describing the foot of a climbing bird. * Examples of climbing birds.   ***Scratching birds***   * Characteristics of scratching birds. * Food for scratching birds. * Examples of scratching birds. * Foot and beak of a scratching birds. | Guided discovery  Guided discussion  Brain storming | Problem solving  Self-reliance  Value  Care  Respect | Mentioning the characteristics of climbing birds  Drawing | Feet and beaks of birds | Bonqueeint science BK 6 page 13. |  |
|  | 4 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Flightless birds | The Learners;   * Describes flightless birds. * Gives the importance of birds to man. | The Learner;  Read, spells and pronounces.   * Ostrich * Emu * Kiwi * Glue | * Description of flightless birds. * Reasons why they can’t fly. * Examples of flightless birds. * Importance of birds to man. * Dangers of birds. | Guided discussion  Question and Answer | Problem solving  Value   * Love * Care | Text book reading | Flightless birds in text books. | Com. Science page 13. |  |
|  | 5 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Mammals | The Learner;   * Mentions the characteristics of mammals. * Identifies the groups of mammals. * Gives the characteristics and examples of primates. | The Learner; reads, spells and pronounces.   * Mammals Mammary * Chambers * Primates * Ungulates * Monotremes | * Description of mammals * Characteristics of mammals * Groups of mammals.   ***Primates***   * Description of primates. * Characteristics of primates. * Examples of primates. | Brain storming  Guided discussions  Guided discovery | Critical thinking  Self-awareness  Value   * Love | Classifying mammals in their groups. | Text book teaching. | Comp. Science page 17 |  |
| 3 | 1 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Rodents and Monotremes | The Learners;   * States the characteristics of rodents. * Mentions xtics and examples of Monotremes. | The Learner; reads and Pronounces   * Gnawing * Canine * Rodents * Porcupine * Squirrel | * Characteristics of rodents * Examples of rodents. * Dangers of rodents.   ***Monotremes***   * Characteristics of egg laying mammals. * Examples of Monotremes * Reasons why Monotremes are the most primitive mammals. | Guided discussion  Question and answers. | Problem solving  Self-awareness  Values   * Love * Care | Giving examples of rodents and Monotremes. | Audio visual | Comp. science page 19. |  |
|  | 2 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Chroptera, Marsupials and insectivores | The Learner;   * Gives examples of chropteras. * Identifies the types of bats. | The Learners; reads, spells and pronounces.   * Chroptera * Nocturnal * Echoes | * Describing Chroptera * Characteristics of chropteras * Examples of Chropteras * Types of bats   ***Insectivores***   * Defining insectivores * Characteristics of insectivores * Examples of insectivores | Guided discovery  Brain storming | Critical thinking  Articulation  Values   * Love * Care | Answering and questions | Text book illustration and diagrams | Bonqueeint science page 08 |  |
|  | 3 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Cetaceans | The Learner;   * States the xtics of sea mammals * Mentions examples of sea mammals. | The Learners; reads, spells and pronounces.   * Cetaceans * Blabber * Whale | * Description of sea mammals. * Characteristics of cetaceans. * Examples of cetaceans   ***Ungulates***   * Definition of ungulates * Classes of ungulates * Examples of each class of ungulates.   ***Canivores***   * Definition of canivores mammals. * Groups of canivores mammals. * Examples of canivores. * Scavengers among carnivorous mammals. | Guided discovery  Guided discussion  Question and answer | Critical thinking  Effective communication  Love  Care | Classifying ungulates in their groups according to their hooves. | Hooves of differed ungulates. | Comp. science page 21. |  |
|  | 4 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Reptiles | The Learner;   * States the xtics of reptiles. * Gives the examples of reptiles. | The Learners; reads, spells and pronounces.   * Reptiles * Scales * Fertilization | * Meaning of reptiles * Characteristics of reptiles. * Groups of reptiles and examples in each group. * Uses of reptiles. * Snakes * Crocodiles and alligators * Tortoises and turtles * Lizards | Guided discussion  Brain storming | Critical thinking  Effective communication  Love  Care | Mentioning the xtics of reptiles and groups of reptiles. | Common reptiles in the local environment. | Comp. science page 22 |  |
| 3 | 5 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Amphibians | The Learner;   * States the xtics of amphibians. * Gives examples of amphibians. * Mentions the differences between flogs and toads. | The Learner;  Reads, spells and pronounces.   * Amphibian * Gills * Salamander * Newts * Spawn | * Defining amphibians * Characteristics of amphibians * Examples of amphibians * Differences between frogs and toads. * Life history of amphibians. | Brain storming  Guided discovery  Question and answer | Critical thinking  Self-awareness  Value   * Care * Love | Stating the xtics of amphibians. | Eggs of amphibians on a chart. | Comp. Science page 29. |  |
| 4 | 1 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Fish | The Learner;   * Mentions the xtics of fish. * Names the external parts of a fish. | The Learner; reads, spells and pronounces.   * Operculum * Scales * Lateral * Fertilization | * Adaptation of frogs to living in water. * Why frogs can live both in water and on land. * Characteristics of fish. * Structure of each part of a fish. | Question and answer.  Guided discovery. | Critical thinking  Problem solving  Value   * Care * Love | Naming parts of a fish. | A fish | Comp. science page 32. |  |
|  | 2 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Fish | The Learner;   * Explains how fish breathes. * Names parts of a gill. * States the adaptation of fish to living in water. | The Learner; reads and spell.   * Dissolved * Gill filaments * Gill rakers * Swim bladder * Gill bar | * Breathing in fish * Structure of a gill * Functions of each part of a gill. * Adaptations of fish to living in water. * A swim bladder | Guided discovery  Guided discussion  Question and answer | Critical thinking  Articulation  Values   * Love * Care | Naming parts of a gill. | A fish | Comp. Science page 35 |  |
|  | 3 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Invertebrates | The Learner;   * Defines invertebrates. * Gives the groups of invertebrates. * States examples of molluscs. | The Learner; reads and pronounces.   * Invertebrates * Molluscs * Sponges * Coelenterates * Hermaphrodites | * Definition of invertebrates. * Groups of invertebrates   ***Molluscs***   * Characteristics of molluscs * Examples of coelenterates * Examples of echinoderms * Breathing in sponges | Conducted class discussion  Question and answer | Articulation  Critical thinking  Values   * Respect * Care | Text book reading. | Text book diagrams | Comp. Science page 37. |  |
|  | 4 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Coelenterates, Echinoderms and sponges | The Learner;   * States the characteristics of coelenterates. * Describes echinoderms * Explains how sponges breathe. | The Learner; reads and spells.   * Coelenterates * Hydra * Jelly fish * Star fish * Echinoderms | * Description of coelenterates * Characteristics of coelenterates * Examples of echinoderms * Breathing in sponges | Conducted class discussion  Question and answers. | Articulation  Critical thinking  Values   * Respect * Care | Text book reading. | Text book diagrams. | Comp. science page 37. |  |
|  | 5 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Worms | The Learner;   * Describes worms. * States the groups of worms. * Gives the characteristics of segmented worms. | The Learner; reads, spells and pronounces.   * Worms * Annelids * Leeches * Tape worms * Hook worms * Earth worms | * Describing worms * Groups of worms * Characteristics of segmented worms and examples. * Importance of earth worms.   ***Fleet worms***   * Describing fleet worms. * Examples of flat worms. | Guided discussion  Question and answer | Problem solving  Critical thinking  Value   * Care | Grouping worms and giving examples of worms in each group. | Diagram of an earth tape worm. | Comp. Science page 39 |  |
|  | 6 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Round worms | The Learner;   * Gives examples of round worms. | The Learner; reads and spells.   * Askaris * Eat worms | * Describing round worms * Examples of round worms. |  |  |  |  |  |  |
|  | 7 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Arthropods | The Learner;   * Defines the term arthropods. * States the characteristics of arthropods. * Identifies the groups of arthropods. | The Learner; reads, spells and pronounces.   * Arthropods * Myriopods * Arachinids * Chilopoda * Diplopoda | * Definition of arthropods. * Characteristics of arthropods. * Groups of arthropods. * Description of myriapods. * Examples of myriapods. * Characteristics of chilopoda and diplopoda | Brain storming  Guided discovery | Effective communication  Critical thinking  Value   * Love | Text book reading  Answering and questions | Power point presentation | Comp. science page 39. |  |
| 5 | 1 | **THE WORLD OF LIVING THINGS** | **Classifications of living things** | Crustaceans | The Learner;   * States the xtics of crustacean. * Gives examples of Arachinids. * Mentions the xtics of insects. | The Learner; reads, spells and pronounces.   * Crustaceans * Crab * Lobster * Cephalothorax | * Describing crustaceans * Characteristics of crustaceans. * Examples of crustaceans * Describing arachnids * Characteristics of arachnids * Examples of arachnids * Characteristics and examples of insects. * Life cycles (revision) * Care for vertebrates and invertebrates. * Topical test | Guided discovery  Question and answer | Self-awareness  Problem solving  Value   * Love * Care | Mentioning examples of crustaceans’ arthropods insects. | Audio visual presentations | Comp. Science page 40. |  |
|  | 2 | **MATTER AND ENERGY** | **Sound Energy** | Sound Energy | The Learner;   * Defines sound energy. * States the source of sound. * Explains how sound is produced. | The Learner; reads, spells and pronounces.   * Sound * Energy * Vibrations * Lightning * Articulation | * Definition of sound energy. * Source of sound * How sound is produced * Types of musical instruments. * Examples of each type and how the produce sound. * How different animals produce sound. | Guided discovery  Guided discussion | Articulation  Critical thinking | Identifying different source of sound. | Whistles  Bells  Drums | Comp. Science page 58. |  |
|  | 3 | **MATTER AND ENERGY** | **Sound Energy** | Sound transmition | The Learner;   * States the way sound travels. * Gives the spread of sound in different states of matters. * Defines an echo. | The learner; reads, spells and pronounces.   * Waves * Temperature * Attitude * Echoes | * How sound travels. * Speed that determine speed of sound. * Air Echo * Importance of echoes * Control of echoes * Calculations on echoes | Guided discussion  Guided discovery  Question and answer | Critical thinking  Self-esteem  Value   * Love | Suggesting ways of controlling echoes. | Teachers own collection | Comp. science page 61. |  |
|  | 4 | **MATTER AND ENERGY** | **Sound Energy** | Pitch of Sound | The Learner;   * Defines pitch of sound. * States the factors that determine pitch. | The Learner; reads, spells and pronounces.   * Pitch * Tension * Frequency * Vibrations | * Definition of pitch * Factors that determine pitch of sound.   ***Volume of sound***   * Definition * Factor that determines volume of sound. * Ways of storing sound. * Devices that store sound. * Reproducing stored sound. | Brain storming  Guided discussion | Critical thinking  Self-esteem  Value   * Love * Respect | Text book reading | Bottles  Pine pipes | Comp. Science page 62 |  |
|  | 5 | **MATTER AND ENERGY** | **Sound Energy** | The human ear | The learner;   * States the functions of the human ear. * Names parts of the human ear. * States the function of each part. | The Learner; read and spells.   * Pinna * Eustachren * Cochlea * Ossicles | * Functions of the ear * Structure of the ear * Naming parts of the ear * Stating the function of each part of the ear. | Question and answer  Guided discussion | Self-awareness  Critical thinking  Value   * Love * Care | Stating the uses of each part of the ear. | Audio visual presentation | Comp. Science page 66. |  |
| 6 | 1 | **MATTER AND ENERGY** | **Sound Energy** | Diseases and disorders of the ear. | The Learner;   * Identifies the diseases of the ear. * States the disorders of the ear. * Suggest the ways of caring for the ear. | The Learner; reads, spells and pronounces.   * Boils * Otalgice * Otitis * Deafness * Sensory | * Diseases of the ear * Disorders of the ear. * Types of deafness * Care for the ear      * Topical test | Conducted class discussion  Guided discovery | Self-awareness  Critical thinking  Value   * Love * Care | Text book reading |  | Bonqueeint Science page ……. |  |
|  | 2  &  3 | **THE HUMAN BODY** | **The Circulatory System** | The Heart | The Learner;   * Defines the circulatory system. * Gives the component of the circulatory system. * Names the parts of the heart. | The Learner; reads, spells and pronounces.   * Heart * Circulatory * Blood * Chambers * Valves | * Definition of the circulatory system. * Components of the circulatory. * The heart (Facts) and major function. * Structure of the heart. * Functions of some parts * How the heart works * Diseases of the heart * Care for the heart | Conducted class discussions.  Guided discovery | Self-awareness  Critical thinking  Values   * Love * Care | Naming parts of the heart. | A chart showing the human heart | Bonqueeint science page………. |  |
|  | 4 | **THE HUMAN BODY** | **The Circulatory System** | Blood vessels | The Learner;   * Defines a blood vessel. * Gives the types of blood vessels. * States the xtics of veins and arteries. | The Learner; reads, spells and pronounces.   * Arteries * Veins * Capillaries * Valves * Blood | * Definition of blood vessels * Types of blood vessels. * Diagram of an artery * Characteristics of arteries * Diagram of a vein * Characteristics of veins * Diagram of capillaries * Description of blood * Components of blood | Guided discussion  Question and answers | Critical thinking  Problem Solving | Stating the difference between veins and arteries | Diagrams of veins and arteries | Bonqueeint Science page…. |  |
|  | 5 | **HUMAN BODY** | **The Circulatory system** | Components of blood | The Learner;   * States the component of blood. * Gives the functions of each component. | The Learner; reads, spells and pronounces.   * Red blood cells * Platelets * Plasma * Nucleus | * Components of blood * A red blood cell structures * Characteristics of red blood cells * Function of red blood cells * A white blood cell structure * Characteristics of white blood cells. * Functions of white blood cells * Platelets * Functions of platelets * Plasma description * Components of plasma * Functions of plasma | Guided discovery  Question and answer | Self-awareness  Critical thinking  Value   * Love * Care | Explaining the roles of each blood components. | Audio Visual presentation | Bonqueeint science page…….. |  |
| 7 | 1 | **HUMAN BODY** | **The Circulatory system** | Blood Group | The Learner;   * Defines the blood groups. * States the universal donor group of blood. | The Learner; reads and spells.   * Donor * Recipient * Transfusion | * Blood groups * A blood donor * Blood transfusion * Universal donor group and universal recipient. * Table illustration. * Functions of blood * Increasing the volume of blood in the body. * Diseases of blood. | Conducted class discussion  Brain storming | Critical thinking  Values   * Love * Respect | Suggesting ways of increasing the volume of blood in the body. | Audio visual presentation | Bonqueeint science page…… |  |
|  | 2  & 3 | **HUMAN BODY** | **The Circulatory system** | Blood Circulation | The Learner;   * Defines blood circulation. * Explains how blood circulates in the body. | The Learner; reads and spells   * Circulation * Supirior * Hepatic * Renal | * Definition of blood circulation. * Diagram illustrating blood circulation. * Hepatic portal vein. * Coronary artery * Diseases and disorders of the circulatory system * Care for the circulatory system * Topical Test | Guided discussion  Question and answer | Self-awareness  Problem solving  Values   * Love * Care | Naming different blood vessels in the body | Diagram illustration of blood circulation in the body | Bonqueeint science page…….. |  |
|  | 4  &  5 | **HUMAN HEALTH** | **Alcohol, smoking and drugs** | Alcohol and alcoholism | The Learner;   * Defines the term distillation. * Explains the process of distilling alcohol. * States the effects of alcoholism. | The Learner; reads, spells and pronounces.   * Alcohol * Alcoholism * Methyl * Addicted | * Define of alcohol * Types of alcohol and their description * Alcoholism and alcoholics. * Reasons why people drink alcohol. * Uses of alcohol. * Methods of making alcohol * Fermentation | Question and answers  Guided discussion | Self-awareness  Problem solving  Values   * Care | Stating the use of alcohol. | Teachers’ own collection. | Comp. science page 116 |  |
| 8 | 1 | **HUMAN HEALTH** | **Alcohol, smoking and drugs** | Distillation of alcohol | The Learner;  Defines the term distillation.  Explains the process of distilling alcohol.  States the effects of alcoholism. | The Learner; reads, spells and pronounces.   * Distillation * Condensations * Evaporation * Distillate | * Definition of distillation * Alcoholic drinks made through distillation. * Process illustration of distillation * Effects of alcoholism to (individual, family, community) * How to control alcoholism. | Brain storming  Guided discovery | Problem solving  Assertiveness  Values   * Love * Care | Explaining the whole distillation process. | Illustration on distillation. | Comp science page 117 |  |
|  | 2  &  3 | **HUMAN HEALTH** | **Alcohol, smoking and drugs** | Smoking | The Learner;  Defines smoking  Identifies the types of smoking.  Suggests the factors that lead to smoking. | The Learner; reads, spells and pronounces.   * Smoking * Tobacco * Passive * Tar * Nicotine | * Definition of smoking * Ways how people use tobacco. * Types of smoking * Reasons why people smoke * Conditions that lead to smoking (factors). * Substances found in tobacco smoke. * Effects of smoking * Ways of avoiding smoking. | Conducted class discussion  Question and answer | Critical thinking  Self-awareness  Value   * Love * Care | Mentioning the effects of smoking. | Tobacco Leaves | Comp science page 235 |  |
|  | 4  &  5 | **HUMAN HEALTH** | **Alcohol, smoking and drugs** | Drugs | The Learner;   * Defines the term a drug. * Gives the meaning of essential drugs. * States the qualities of essential drugs. | The Learner; reads, spells and pronounces.   * Drugs * Essential * Narcotics * Conception * Laboratory | * Definition of a drug * Materials for making drugs * Essential drugs * Health needs among people * Qualities of essential drugs ( characteristics) * Types of essential drugs. * Qualities of laboratory manufactured drugs. * Examples of Lab made drugs. | Conducted class discussion  Question and answer | Self-awareness  Problem solving  Values   * Love * Respect | Text book reading. | Panadol  Cough mixtures | Bonqueeint science page ……… |  |
| 9 | 1 | **HUMAN HEALTH** | **Alcohol, smoking and drugs** | Drug prescription | The Learner;   * Defines drug prescription. * Gives the reasons for prescribing drugs. * Suggests the ways of storing drugs. | The Learner; reads, spells and pronounces.   * Prescription * Overdose * Underdose * Dosage * Strength * Expiry date | * Meaning of drug prescription * Information under drug prescription * Reasons for prescribing drugs * Factors considered when prescribing drugs. * Dangers of buying drugs from shops. * Storage of drugs. | Guided discussion  Brain storming | Critical thinking  Problem solving  Values   * Care | Group discussion | Tablets in packs | Bonqueeint science page……… |  |
|  | 2 | **HUMAN HEALTH** | **Alcohol, smoking and drugs** | Drug abuse, misuse and dependence. | The Learner;  Defines drug abuse and drug misuse.  Gives drugs commonly abused.  Defines the term drug dependence. | The learner; reads, spells and pronounces.   * Abuse * Misuse * Dependence * Opium * Cocaine | * Meaning of drug abuse * Drugs commonly abused * Meaning of drug misuse * How drugs are misused * Drug dependence meaning. * Drugs of dependence and examples. * Dangers of drug dependence * Life skills to control drug abuse and dependence. * Topical test | Brain storming  Guided discovery | Self-awareness  Problem solving  Values   * Love * Care | Answering and questions | Pupils text book illustrations | Bonqueeint science page………… |  |