**WAMPEEWO NTAKKE SECONDARY SCHOOL**

**SCHEME OF WORK FOR COMPETENCY BASED CURRICULUM**

**S.1 BIOLOGY**

**TERM: ONE YEAR: 2025**

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| **WEEK** | **PERIOD** | | **TOPIC** | | **COMPETENCY** | **LEARNING OUT COMES** | **LEARNING ACTIVITIES** | | **TEACHING/LEARNING RESOURCES** | | **REFERENCES** |
| **1**  **17th -21st February** | **ORIENTATION WEEK** | | | | | | | | | | |
| **2**  **24th February – 28­­th FEB** | **4** | **INTRODUCTION TO BIOLOGY** | | The learner should be able to understand that biology is the study of life and that all living organisms experience common life processes. | | The learner should be able to:  Appreciate that:  a) biology is the study of life  b) life processes are common to all living things, but they are manifested differently in different organisms (u) | In pairs, learners discuss and report their understanding of the term biology  In pairs, learners observe plants and animals, and  Identify characteristics that show organisms are living. Identify, research and record the seven characteristics of living things | A potted plant  Live insects such as termites (animals)  Non- living thing such as a ball, stones | | Learners book  Teachers guide  Internet | |
| **3**  **3rd March – 7th March** | **4** | In groups learners find out the importance of life processes in living organisms.  Find out how life processes are manifested in different living organisms. | Simulation videos  Living animal e.g. a goat. | | Learners book  Teachers guide  Internet | |
| **4**  **10th March – 14th March** | **4** | In groups, brainstorm and list what plants and animals need to enable them to maintain their life processes. Discuss which life processes are common to both animals and plants, and any that are different, and record conclusions in a clear table  Research on the application/importance of studying biology in everyday life.  The different careers or professions of the different branches of biology and the importance of each branch of biology. | Entry and exit tickets  Photos illustrating the different occupations of biology  Videos showing how different life processes are carried out in different organisms | | St. Bernard learners’ book 1 and teachers’ guide.  Internet | |
| **5**  **17th March- 21st March** | **2** | **CELLS** | | **ACTIVITY OF INTEGRATION ON INTRODUCTION TO BIOLOGY** | | | | | | | |
| **2** | The learner should appreciate that a cell is the basic unit of living organisms, and how the structures of different specialized cells are related to their functions | | The learner should be able to:  a) know that the basic unit of living organisms is a cell (k)  b) know and understand the structure and functions of a typical animal cell and plant cell (k, u, s)  c) understand the structure of specialized cells in terms of their functions in an organism (u) d) understand levels of organization in organisms (cell, tissue, organ, system, organism) (u) | In groups learners research for the meaning of a cell.  Observe prepared slides of plant and animal cells, draw cells and identify similarities and differences  Draw and label the animal and plant cell as seen under a light microscope | An egg  Spirogyra  Microscope  Internet  Charts illustrating the parts of a cell | | St. Bernard learners’ book one  Teachers’ guide. | |
| **6**  **24th March- 28th March** | **4** | Research the functions of the parts in a plant and animal cell, and annotate labels on cell diagrams accordingly  In groups, brainstorm, research and list different types of cells, tissues, organs and systems in the human body. Devise a creative way of explaining the five levels of organization (from simple to complex) | Charts illustrating the different parts of the cell.  Video on cell arrangement, tissues and organs | | Learners book  Teachers guide  Internet | |
| **7**  **31st March- 4thApril** | **4** | **CELLS** | | The learner should appreciate that a cell is the basic unit of living organisms, and how the structures of different specialized cells are related to their functions | | -DO- | Draw examples of specialized cells in animals and plants. Identify and explain the similarities and differences between the cells | Photos of different specialized cells in both plants and animals. | | -do- | |
| **8**  **7th April- 11thApril** | **2** | **CLASSIFICATION** | | **ACTIVITY OF INTEGRATION ON CELLS** | | | | | | | |
| **2** | The learner should understand that classification is the sorting out of living things based on their similarities. | | a) understand the concept of classification of organisms (u)  b) recognize the diversity of living organisms in the environment (k, s)  c) understand that each organism has a Latin name consisting of the genus followed by the species (u) | In groups, learners observe the diversity of organisms in the local environment and report back on what they find.  Learners think about how they describe/group what they see, and recognize that they naturally classify organisms | Specimens of insects and plants | | Learners book  Teachers guide  Internet | |
| **9**  **14th April- 18th April** | **4** | Discuss why classification is important to scientists and why Linnaeus’ work is still acknowledged 250 years after his death. Learners consider the analogy of books being classified in a library  • Learners use an analogy of population sizes at different political administration levels in Uganda; e.g. district, county, sub county, etc., to compare with the number of organisms in a kingdom, phylum, class, order, family, genus and species | Charts illustrating the different levels of classification | | Learners book  Teachers guide  Internet | |
| **10**  **21st April-25th  April** | **4** | **-do-** | | -do- | | -do- | Learners give examples at each level and match the biological hierarchy with the ‘equivalent’ political administration level  In groups, learners research and write down the common and Latin names of some familiar species and consider why Latin names are so important for accurate identification internationally and even locally | Charts illustrating Latin names of common organisms | | -do- | |
| **11**  **28th April -2nd May** | **4** | **ACTIVITY OF INEGRATION ON CLASSIFICATION.** | | | | | | | | | |