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| **SCLISK SECONDARY SCHOOL**    **SCHEME OF WORK TEACHER’S NAME : SSEFF SUBJECT: BIOLOGY CLASS : S.3 TERM: II YEAR: 2024** | | | | | | | | |
| **Week** | **Period** | **Theme And Topic** | **Competency** | **Learning Outcomes** | **Teaching/Learning Resources** | **Methodology And Techniques** | **References** | **Remarks** |
| 01 | 02 | Theme: Coordination in animals  Topic: CHEMICAL COORDINATION IN HUMANS | The learner appreciates that there are organs in the body that secrete chemicals called hormones, which play vital roles in coordinating body functions. | Learners should be able to;   * differentiate between hormones and enzymes (u) * know and understand the effects of various hormones in the human body (k, u) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 02 | 02 | Theme: Coordination in animals  Topic: CHEMICAL COORDINATION IN HUMANS | The learner appreciates that there are organs in the body that secrete chemicals called hormones, which play vital roles in coordinating body functions. | Learners should be able to;   * know and describe the causes and symptoms of common hormonal disorders/diseases (diabetes, goitre and osteoporosis) in humans (k, u) ) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 03 | 02 | Theme: Coordination in animals  Topic: CHEMICAL COORDINATION IN HUMANS | The learner appreciates that there are organs in the body that secrete chemicals called hormones, which play vital roles in coordinating body functions. | Learners should be able to;   * appreciate the role of diet in managing hormonal disorders/diseases in humans (u) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 04 | 02 | Theme: Coordination in animals  Topic:  NERVOUS COORDINATION IN HUMAN | The learner appreciates that nerve impulses are forms of communication between receptor and effector organs and that impulses are affected/interrupted by chemicals found in drugs and alcohol. | Learners should be able to;   * understand how the nervous system (brain, spinal cord, and nerves) extends to all parts of the body and has sensory and motor functions (u) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 05 | 02 | Theme: Coordination in animals  Topic:  NERVOUS COORDINATION IN HUMAN | The learner appreciates that nerve impulses are forms of communication between receptor and effector organs and that impulses are affected/interrupted by chemicals found in drugs and alcohol. | Learners should be able to;   * identify the parts of the brain (cerebrum, cerebellum, medulla oblongata, pituitary gland and hypothalamus) and describe the role of the parts (k, u) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 06 | 02 | Theme: Coordination in animals  Topic:  NERVOUS COORDINATION IN HUMAN | The learner appreciates that nerve impulses are forms of communication between receptor and effector organs and that impulses are affected/interrupted by chemicals found in drugs and alcohol. | Learners should be able to;   * understand the concept of reflex action, identify the five components and explain their functions (k, u) * differentiate between voluntary and involuntary responses (u) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 07 | 02 | Theme: Coordination in animals  Topic:  NERVOUS COORDINATION IN HUMAN | The learner appreciates that nerve impulses are forms of communication between receptor and effector organs and that impulses are affected/interrupted by chemicals found in drugs and alcohol. | Learners should be able to;   * distinguish between substance/drug use and abuse (k, s) * know the common substances and drugs abused in Uganda and understand the physiological, social and economic effects of substance and drug abuse (k, u) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 08 | 02 | Theme: Coordination in animals  Topic:  NERVOUS COORDINATION IN HUMAN | The learner appreciates that nerve impulses are forms of communication between receptor and effector organs and that impulses are affected/interrupted by chemicals found in drugs and alcohol. | Learners should be able to;   * understand how to prevent, control and avoid involvement in substance and drug abuse (u, v, gs) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 09 | 02 | Theme: Coordination in animals  Topic:  NERVOUS COORDINATION IN HUMAN | The learner appreciates that nerve impulses are forms of communication between receptor and effector organs and that impulses are affected/interrupted by chemicals found in drugs and alcohol. | Learners should be able to;   * understand the roles and functions of the human eye and ear as sense organs (u) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |
| 10 | 02 | Theme: Coordination in animals  Topic:  NERVOUS COORDINATION IN HUMAN | The learner appreciates that nerve impulses are forms of communication between receptor and effector organs and that impulses are affected/interrupted by chemicals found in drugs and alcohol. | Learners should be able to;   * understand what short and long sightedness is and how they can be corrected (u, s, v) | * Videos * Charts * Photos * IT resources * Lab apparatus | * Guided group discussion * Guided Research * Guided Discovery and Explanation * Brainstorming | * Teacher’s and learner’s notes * Chemistry workbooks * Learner’s Books and Teacher’s guide * O’level Biology by Rubahamya * Introduction to Biology * O’level by Batwala |  |