***BISHOP ILUKOR GIRLS’ SECONDARY SCHOOL-KUMI***

***CONTINUOUS ASSESSMENT ITEM (CAI).***

***BIOLOGY 553.***

***CENTRE NUMBER: 2447 YEAR: 2024 CLASS: senior 4 TERM: 2***

**Theme**: interrelationships. **Topic**: concept of ecology.

**Learning outcome(s):** understanding the concepts of communities, habitats, and ecosystems.

**Subject competency (SC):** carries out an ecological study/investigation.

**Generic skill (GS):** mathematical computation and ICT proficiency.

**Learning domain:** psychomotor

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| ***Ability level*** | ***Imitation*** | ***Manipulation*** | ***Precision*** | ***Articulation*** | ***Naturalization*** |
| ***Scenario*** | Priscilla and Joan went in a school computer room. Joan suggested to the friends to watch a video clip on ecosystem since their Teacher Mr. Kamugo had advised them to watch these videos to enhance their understanding about the concept of communities, habitats and ecosystem. Priscilla accepted the suggestion and watched a video, which was interesting for all of them. A senior one student who was also searching more about branches of biology on the adjacent computer got interested upon hearing the word ecology from the video and joined them to watch the video where he even picked interest of knowing more about the video clip. On asking Priscilla and Joan, they just shouted at the senior one boy saying he is not at their level to know anything about ecology. The went to his teacher Ms. Atai Pauline who played the same video clip to meet the boy’s interest. | Priscilla and Joan went in a school computer room. Joan suggested to the friends to watch a video clip on ecosystem since their Teacher Mr. Kamugo had advised them to watch these videos to enhance their understanding about the concept of communities, habitats and ecosystem. Priscilla accepted the suggestion and watched a video, which was interesting for all of them. A senior one student who was also searching more about branches of biology on the adjacent computer got interested upon hearing the word ecology from the video and joined them to watch the video where he even picked interest of knowing more about the video clip. On asking Priscilla and Joan, they just shouted at the senior one boy saying he is not at their level to know anything about ecology. | A forest in Uganda is home to many organisms which include a variety of plants, grass hopper, snakes and toads, fungi and many microscopic organisms. These organisms stay in the forest and rarely come out since they get all their food within the forest. A community living near the forest realized that there was good market for charcoal in the nearby town. They have decided to clear the trees, burn charcoal and get money to boost agriculture. | A school has a farm where a variety of grasses are planted, grass hoppers are kept, toads are present hawk are reared. One day the biology teacher told the learners to go and collect toads for their practical. The learners went to the garden and removed all the toads from the farm. The teacher was disappointed of their action as it will affect the population of the remaining organism at the farm a few days after. | A senior one learner came to your class carrying a biology chart and he was saying that he could not understand the things written on the chart but he was able to read the word ENERGY FLOW IN THE ECOSYSTEM as the tittle. The chart is as shown below.  ENERGY FLOW IN THE ECOSYSTEM: |
| ***Task*** | As a student imitate the teacher using a videoclip to meet the boy’s interest. | As a student how would you use the same video clip to meet the boy’s interest. | using your knowledge about feeding relationships, write a speech containing the information you will deliver to the community | Explain how their action will affect the population of the other organisms at the farm. | As a senior four student who has studied ecology, how can you help the learner to understand the chart. |