**THE PRESIDENT’S OFFICE-**

**REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

**SCHEME OF WORK**

TEACHER’S NAME:

SCHOOL’S NAME:

SUBJECT: **BIOLOGY**

CLASS/STREAM: **FORM THREE**

YEAR: **2025**

TERM: **1 & 2**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
| Group of organisms according to their similarities and differences. | Classify organisms in their respective kingdoms phylum/division and class. | **J****ANUARY** | 34 | **CLASSIFICATI-ON OF LIVING THINGS.** | **Kingdom plantae. DivisionCaniferoPhyla** | 44 | * Grouping

students to observe the collected plants.* Leading of a class

discussion on general and distinctive features of the division canifero phyla.* Leading a class

discussion on the structure of pine.* Leading a class

discussion on the advantages and disadvantages of plants under division coniferophyla. | * Observing the

collected and displayed plants and record the observable features.* Discussing

general and distinctive features of the division.* Discussing the

structure of pine drawing and labelling it.* Outlining

advantages and disadvantages of plants under division coniferophyla. | * A variety

of conifers * Pictures of

conifers e.g. Pine, cypress, spruce, cedar. * Cones

(fresh or preserved) | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** | Students should be able to explain general and distinctive features of division Canifero Phyla |  |
| Group of organisms according to their similarities and differences. | Classify organisms in their respective kingdoms phylum/division and class. |  | **5** |  | **division angiospermophyta (flowering plants)** | **4** | * Grouping

students and guiding them on observing variety of flowering plants.* Leading a class

discussion on general and declarative features of division Angiospermophyta.* Leading a class

discussion on the structure of representative of representative plants of class Monocotyledon and Dicotyledon. | * Students in

their groups to observe a variety of flowering plants and record their observable features. * Discussing the

general and distinctive features of division Angiospermophyta.* Discussing the

structure of representative plants of the two classes.* Drew and label

the representative plants under each class. | * Flowers

from dicots and monocots.* Fruits and

seeds of flowering plants.* A variety

of flowering plants. | -//- | Students should be able to explain general and distinctive features of division Angiospermophyta. |  |
| Demonstrate approximate use of biological knowledge, concepts, principles and skills in evaluating the roles of various physiological processes in plants and animals. | Acquire basic knowledge, principles, concepts and skills in evaluating the roles of physiological processes in plants and animals. | **FEBRUARY** | 1 | MOVEMENT | Concept of Movement and Locomotion. | 4 | * Guiding

students to brainstorm on the meaning of movement and locomotion.* Leading a class

discussion on differences between the two concepts.* Organizing

students in groups to discuss the importance of movement in plants and animals.* Design activity for

students to demonstrate movement and locomotion. | * Brainstorming

on meaning of movement and locomotion.* Discuss the

differences between movement and locomotion.* In groups to

discuss the importance of movement in plants and animals.* In groups, to

perform various actions depicting movement and locomotion. | * Variety of

Organisms such as insects fish and mouse.* Charts on

locomotion/movement of different organisms.* Pictures/

drawings of various organisms depicting movement and locomotion. |  | Giving quiz to observe how accurate can the student explain the concepts of movement and locomotion.Observing of the student can be able to demonstrate movement locomotion actions. |  |
|  |  |  |  |  |  |  | Guiding students through questions and answers to give differences between movement and locomotion. | Pointing the differences between movement and locomotion. | Variety of organisms such as insects, fish and mouse. |  |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | FEBRUARY | 2 | **MOVEMENT** | **Movement of the human body** | 2 | * Guiding students in

groups in examining the model of human skeleton. | * In groups,

examining the picture /model of human skeleton and identify its major parts. | * Model of

Human skeleton. |  | Students to identify the model of skeleton |  |
| **The Human skeletal system.** | 2 | * Leading a class

discussion on the structure of the human skeleton and its major components.* Guiding students in

groups to discuss the adaptation of the major components of the human skeleton | * Discussing

structure of the human skeleton and draw a well labelled diagram of it.* In groups

discuss the adaptations of the major components of the human skeleton. | * Diagram/

drawing of the major components of human skeleton. | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** | Students to identify the stu=ructure of skeleton |  |
| -do- |  | **F****E****B****R****U****A****R****Y** | **3** | **MOVEMENT** | **Muscles and Movement** | 4 | * Organizing a

brainstorming session on machining of muscles* Leading a class

discussion on types of muscles. | * Brainstorm on

meaning of muscles. * Observing in

groups charts/models pictures of different muscles and identity their differences. | * Charts/diagrams/picture of different types of muscles.
 | Administer quiz to see the ability of a student to explain how muscles facilitate movement.To check if the student is able to describe the structure of muscles by asking question. |  |
| * Design an activity

for students to demonstrate the role of muscles in movement.* To lead a class

discussion on the structure of muscles. | * In pairs to

perform various actions depicting the role of muscles in movement.* In groups to

observe/diagrams of muscles and discuss its structure.* To draw and
* label the structure of biceps, during bending and stretching of the arm.
 | * Charts/diagrams/photograph of muscles

  | -//- |
|  |  | **F****E****B****R****U****A****R****Y** | 4 |  | **Movement in plants.** | 12 | * To lead a class

discussion on the adaptations of different types of muscles to their roles.* To guide students

in groups through questions and answer to discuss on causes, effects and preventive measures of muscles craps. | * In groups to

observe pictures/diagrams of different types of muscles and discuss their adaptations.* In groups to

discuss causes, effects and preventive measures of muscles cramps | * Models/pictures/diagrams of muscles.
 |  | To check if a student is able to explain causes, effects and preventive measures of muscle cramps by giving a short test. |  |
| * To guide students

in observing plants showing movement in plants.* To organize

students in groups and their discuss movement exhibited by plants and their importance.* To make

clarification and conclusion on meaning and importance of movement exhibited by plants.* Leading a class

discussion on the types of movement exhibited by plants. | * .observing

polled plants showing movement and record their findings.* In groups to

discuss movement exhibited by plants and their importance and then present.* To discuss in groups on the types of movement exhibited by plants.
 | * Photograph

diagrams and charts showing movement in plants.* Plants

showing movement of curvature.* A variety of plants showing movement exhibited by
 |  | To check if a students is able to explain the concept of movement by giving quiz.* Observing

students in groups investigating movement in plants. |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | **FEBRUARY** |  |  |  | 1 | * Provide guidelines

to students for performing experiments to investigate movement exhibited by plants* To lead a class

discussion on findings, making clarifications and conclusion. | * Students in

groups by using guidelines to perform experiments to investigate movement exhibited by plants and record their findings.* To presents their findings.
 | * plants.
* Potted plants.
 |  |  |  |
| Demonstrate appropriate use of biological knowledge concepts, principles and skills in evaluating the role of various physiological processes in animals. | Acquire basic knowledge, principles, concepts, and skills in evaluating the role of physiological processes in animals. | **MARCH** | 1 | **COORDINATION** | Concept of coordination | 4 | * To guide students in group to discuss meaning and importance of coordination.
* To make clarification and conclusion.
* To guide students in observing charts/diagrams/pictures showing main components of nervous coordination.
* To lead a class discussion on the ways in which coordination is brought about.
 | * To discuss in their groups meaning and importance of coordination and present their tasks.
* To observe

charts/diagrams/pictures showing main components of nervous coordination and discuss the role of each components.* In groups to

discuss the ways in which coordination is brought. | * Hot objects
* Sharp object
* Live specimen of insects and small mammals.
* Game or puzzle charts on nervous coordination process.
 | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** | To check if a student’s is able to:-* Explain the concept of coordination in organisms.
* Outline ways in which coordination is brought about by giving test.
 |  |
|  |  | **MARCH** | 2 |  | Nervous coordination in Human Neurones. | 2 | * To lead a class

discussion on the structures of motors, sensory and neurones.* Organizing

students in groups and ask them to discuss on the roles of motor, sensory and relay neurones.* To summarize

students responses, make general comments and necessary corrections. | * To discuss in

groups in structure of motor, sensory and relay neurons.* To discuss on

the role of motor, sensory and relay neurons and present their tasks. | * Models/pict

ures/photographs of neurons* Prepared

slides of neurones* Microscope
* A chart

showing summary of the roles of motor, sensory and relay neurones. |  | * To check if the student can:-
* Describe the structure of motors, sensory and relay neurones.

Explain the role of motor sensory and relay neurones. |  |
|  |  | **MARCH** | **2** |  | Central Nervous System (CNS) | 2 | * To organize a brain

storming session on meaning of central nervous system (CNS).* To summarize

students responses and give general comments and conclusion.* To guide students

in groups to identify the components of the central nervous system and discuss their roles. | * Brainstorm on meaning of CNS
* In group to

identify the components of the CNS and discuss their roles. | * Charts of

the Central Nervous System.* Diagrams /

models of brain and spinal cord. |  | * To check if the

students able to give meaning of CNS, identify, components of the CNS and their functions by giving quiz. |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  |  |  |  |  |  | * To guide students in groups to observe models/diagrams of the spinal cord and brain and discuss their structure.
 | * To observe models/diagrams of brain and spinal cord, discuss their structures.
* Draw and label the structure of brain and spinal cord.
 | * Models of brain and spinal cord.
 |  |  |  |
|  |  | **MARCH**  | 3 | **COORDINATION** | Peripheral Nervous System (PNS) | 2 | * Organizing a

brainstorming session on meaning of PNS.* To summarize,

make corrections and conclusion.* To lead a class

discussion on components of PNS | * Give meaning
* Discuss the components of PNS in groups.
 | * Photograph / charts showing the structure of PNS
 | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** | Asking oral questions to check if the student is able to give meaning of PNS & identify its components. |  |
| Reflex Action | 2 | * To design

Activities for students to demonstrate the reflex action.* To lead students

to discuss the meaning of reflex action. | * Perform

Activities showing reflex actions.* To discuss

meaning of reflex action. | * Hot objects
* Live insects or small mammals.
* Toys (snake, scorpion)
 | To check of the students is able to given meaning of reflex action by asking questions. |  |
|  |  | MARCH |  |  | Reflex Action | 4 | * To display the charts/diagrams showing the neurotic pathway of a reflex action.
* To lead a class discussion pathway of a reflex action.
* To design activities for students to demonstrate simple reflex action and conditional actions.
* To lead a class discussion on the differences between simple reflex action and conditioned reflex action.
 | * Observe and identify the components of neurotic pathway of reflex action.
* To discuss the neurotic pathway of a reflex action.
* In groups to demonstrate simple and conditional reflex actions and record their findings.
* To discuss the differences between simple and conditional reflex actions.
 | * Charts/diagrams showing neurotic pathway of a reflex action.
* Charts/drawings of simple conditional reflex actions.
 |  | To check of the students is able to given meaning of reflex action by asking questions. |  |
|  |  |  |  | **COORDINATION** | Sense Organs | 4 | * To guide students in groups to observe models/pictures/diagrams and brainstorm on meaning of sense organ, identify them and their related position.
* Lead students to discuss in groups structure of each sense organ.
* Leading a class discussion on the role of each sense organ and its adaptive features.
 | * Brainstorm on

of sense organ, identify them and state their relative position.* Discuss in

groups structure of sense organ and draw and label the human ear, eye, nose tongue and s. Of the skin.* Discussing role

of each sense organ and its adaptive features. | * Charts of different sense organs.
* Charts/models/photographs of different sense organs.
 |  | Students to* Explain meaning of sense organ.
* Identify types of sense organs.
* Describe structure of each sense organ .
* State functions of sense organ by giving test.
 |  |
|  |  |  |  | **MIDTERM TEST 4TH WEEK OF MARCH TO 2ND WEEK OF APRIL**  |  |  |  |
|  |  |  |  | **MIDTERM BREAK 11ST APRIL -22ND PRIL 2025** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | **APR****I****L** | 3 |  | Drug and drug abuse in Relation to Nevours Coordination. | 4 | * To lead students to discuss in
* groups meaning of drug and drug abuse in relation to nervous coordination.
 | * In groups to discuss meaning of
* drug and drug abuse in relation to nervous coordination.
 | * Simple drugs.
 |  |  |  |
| . | Apply appropriate skills in managing problems related drug/substance abuse |  | 4 |  | Drugs and Drug abuse in relation to nervous coordination. | 4 | * To invite heath

practitioner officer to talk on drug addiction, its causes and effects.* To guide students

to clarify major issues and make conclusion.* Organize students

in groups and discuss on preventive and control measures of drug abuse.* Use students

correspondence and make clarification. | * To summarize

major points from the guest speaker presentation.* Prepare project

on cases of drug addiction in their surrounding community.* Discuss in

groups on preventive and control measures of drug abuse. | * Brounchure and fliers on causes and effects of drug abuse.
* Posters of drug addicts or users.
 | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |  |
| 5 | Hormonal Coordination | 4 | * To lead a class

discussion on the location of the endocrine glands in the mammalian body and types of hormones produced by each gland | * To draw the

diagram to show location of endocrine glands in human body. | * Charts/diagr

ams of endocrine glands and hormones produced by each gland. |  |  |
| Demonstrate appropriate use of biological knowledge, concepts, principles and skills in evaluating the role of various physiological activities in plants and animals. | Acquire basic knowledge principles, concepts and skills in evaluating the role of physiological processes in plants and animals. | **MAY** | 1 | COORDINATION | Hormonal Endocrine Coordination | 2 | * Land a class

discussion on the:* Difference

between endocrine and exocrine glands.* Role of each

hormone in the mammalian body.* Disorders of

hormonal coordination due to hyper and hypo-secretion on insulin, GH, ADH and throxine. | * Discuss the

difference between endocrine and exocrine glands.* Role of each

hormone in mammalian body* Disorders of

hormonal coordination due to hyper- and hypo- secretion of mentioned hormones. | * Pictures/photographs of disorders of hormal coordination. Eg. Goitre gigantism and dwarfisim.
 |  |  |  |
| 1 | Coordination in plants. Concepts ofTopic Nastic responses | 2 | * Guide students

to observe potted plants in all round light and unilateral light and record their observations.* To guide students

to give meaning of topic and nastic responses through questions and answers | * Observe plants

and records observations.* Give meaning of

topic and nastic Reponses. | * Potted plants.
* Mimos plant
* Charts/photographs or pictures of topic responses.
 |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | **MAY** | **2** | **COORDINATION** | **Coordination in plants** | 2 | * Provide students

with guidelines for practical activity on the effects of topic and nastic plants.* To guide students

in discussing on the importance of hydro-geo-photo and chemo- tropisms in plants.* To lead

discussion, make general and conclusion on the significance of tropisms and nastic responses in plants. | * Using guidelines

to carry out experiments to investigate the effects of tropic and nastic in plants and record their findings.* To discuss on

groups the importance of hydro –geo-photo and chemo-tropism in plants.* To outline

significance of tropism in plants. | * Potted plants subjects to all round –light and unidirectional light.
* Charts to show examples of tropic responses.
* Mimosa plant.
 | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |  |
|  | 2 | **EXCRETION** | **Concept of excretion** | 2 | * Brainstorm
* Organize a brainstorming session on meaning of excretion
* To lead students to name excretory.
 | * To brainstorm on meaning of excretion.
 | * Models of kidney.
* Diagram / charts of excretory system.
 |  |  |  |
| Demonstrate appropriate use of biological knowledge, concepts, principles and skills in evaluating the roles of various processes in plants and animals. | Acquire basic knowledge principles, concepts and skills in evaluating the role of physiological processes in plants and animals. |  |  | **E X C R E T I O N**  | **Excretion In Human** | 2 | * To lead students to discuss on the types on the types of excretory organs in human.
* To dissect any small mammal and display the urinary system.
* To lead students to discuss the structure of the urinary system and its adaptive features.
* To organize students in groups and brainstorm on the process of urine formation.
* To make clarification.
 | * To discuss the types of excretory organs in human.
* To observe the urinary system and identify the structures.
* To discuss and draw the structure of human urinary system.
* To discuss the process of urine formation in groups.
 | * Dissecting kit.
* Chloroform
* Cotton
* Models/charts pictures showing human urinary system.
 |  |  |  |
|  |  |  | 3 | **EXCRETION**  | **Complication and disorder of excretory sysem.** | 2 | * To prepare a case study on common disorders of the excretory system.
* To lead students in groups discuss on causes, symptoms, effects and control measures of disorders and complications of the excretory system.
 | * To discuss on the case study.
* In groups to discuss of causes, symptoms, effects and control measures of disorders and complications the excretory system.
 | * Charts/diagrams of the urinary system and associated disorders and complications.
* Charts/models/pictures showing urinary system.
 | Human biologyZambak Publishers. |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  |  |  |  | **Excretion in plants.** | 4 | * To lead students through question and answers to mention ways by which plants get rid of excretory products and give examples .
* To make general comment and conclusion on different types of excretory products eliminated by plants.
* To lead students

in groups to discuss the importance of excretory products of plant. | * To summarize major points and list down types of excretory products eliminated by plants.
* To discuss in groups on the importance of excretory products of plants.
 | * Sample of plant excretory products such as gum, latex alkaloids.
* A chart showing various plants and their waste products.
 | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |  |
| **TERMINAL EXAMINATIONS 4TH WEEK OF MAY TO 1ST WEEK OF JUNE**  |
| **TERMINAL LEAVE 06TH JUNE TO 08TH JULY 2025** |
|  |  | JULY | 4 | **REGULATION**  | **Concept of Regulation** | 2 | * To guide students

in groups to discuss the meaning of regulation and its importance.* To lead a plenary

discussion and make clarification and conclusion of the concept of regulation and its importance.* To lead a class

discussion on the types of regulations; temperature regulation, regulation of water and mineral salts in animals. | * To discuss the meaning of regulation and its importance.
* To discuss groups on the types of regulation.
 | * A chart showing the process of regulation in animals.
* Charts /pictures /diagrams showing various types of regulation.
 |  |  |  |
|  |  | **AUGUS****T** | 1 | **R E G U L A T I O N**  | **Temperature Regulation in Animals.** | 4 | * Guide students in

group to perform experiments to determine the temperature of a frog and a small mammal under different conditions.* Clear

misconceptions and make conclusion.* To lead a class

discussion on the temperature regulation in mammals.* To lead a class

discussion on the structure of the skin in relation to temperature regulation (vasoconstriction and Vasodilation) | * In groups to

determine the temperature of a frog and a small mammal, under different conditions and record their findings.* Divide the

experimental animals into two groups; ectoderms and endodermis.* In pairs, carry

out practical exercise on measuring body temperature before and after performing exercise and report that findings.* To discuss in

groups the body reactions when temperature of the surrounding is lower and when is higher than body temperature.* Draw and label

section of the skin showing vasoconstriction and vasodilation. | * Toad /Frog
* Small

mammal (rat, mouse, rabbit\_* A clinical thermometer.
* A chart

showing a table for recording body temperature.* Pictures/diagr

ams showing the reaction of the skin under different conditions (hot and cold) | Fundamentals of Biology Book 3(J.M. Mwanki(G.G.Geoffrey) |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | AUGUST | 2 | **R E G U L A T I O N** | **Osmoregulation in mammals** | 4 | * Lead students in

groups to discuss on meaning of osmoregulation and its importance.* To make

Clarification and conclusion on meaning and importance.* To guide students

through question and answer to mention factors which may affect the contents of salt and water in the body.* To guide students

in groups to categorize factors which may salt and water content. | * Discuss the meaning and importance of osmoregulation.
* To mention the factors which may affect the contents of salt and water in the body.
* Present their task and categorize the factors.
 | * Charts/

pictures photographs or diagrams showing osmoregultion in mammals.* Models/

Charts/pictures showing the structure of a nephron. | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |  |
| **A****U****G****U****S****T** | 3 |  | **Blood Sugar regulation in mammals** | 4 | * Lead students to

discuss on how hormones regulate sugar level in the blood (insulin and glucagon.* To guide

students summarize major ideas and make conclusion on the mechanism of regulation sugar level. | * To discuss in groups how hormones regulate sugar level in the blood and present their task.
 | * Pictures /charts photographs showing mechanisms of regulation sugar level in the blood.
 |  |  |
|  |  |  | 4 |  | **Blood sugar regulation** | 4 | * To assign tasks to

students in group to read literatures and outlines the causes, symptoms and effects of high and low sugar level in the blood.* To guide students

to summarize major ideas and make conclusion on the mechanisms of regulating sugar level in the blood. | * Students to read

on literature and outlines the causes, symptoms and effects of high and low sugar level in the blood and present their tasks. | Pictures /charts photographs showing mechanisms of regulation sugar level in the blood. |  |  |  |
|  |  |  |  | **MIDTERM TEST 4TH WEEK OF AUGUST TO 2ND WEEK OF SEPT**  |  |  |
|  |  |  |  | **MIDTERM BREAK 29TH AUGOST – 15TH SEPTEMBER 2025** |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
| Demonstrate, appropriate use of biological knowledge, concepts, principles and skills in evaluating the role of various physiological processes in plants and animals. | Acquire basic knowledge, principle and skills in evaluating the role of physiological processes in plants and animals. | SEPTEMBER**OCTOBER** | 41 | **REPRODU-****CTION** | Concept of reproduction | 2 | * To guide students

to discuss the meaning and importance of reproduction.* To summarize

students responses and make necessary clarification.* To observe a

variety of organism which reproduce by seeds or vegetable.* To lead a plenary

discussion, make general comments and conclusion. | * To discuss the

meaning and importance of reproduction.* To observe a

variety of organisms displayed and discuss in groups the ways in which the plants reproduce by asexual or sexual reproduction.* To discuss in

groups the difference between asexual and sexual reproduction and present their group task. | * Flip charts
* V.I.P.P cards carrying key message on reproduction
* Variety of organism.
 | **SCSU &****MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |  |
| **Meiosis and Reproduction** | 2 | * To guide students

to brainstorm the meaning of meiosis using charts/photograph and models showing stages of meiosis.* To summarize

students responses and make conclusion.* To lead a class

discussion on the significance of meiosis in relation to reproduction. | * To brainstorm the

meaning of meiosis.* To discuss on the

significance of meiosis in relation to reproduction. | * Charts/photographs showing stages of meiosis.
* Models showing stages of meiosis.
 | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |  |
|  |  |  | 1 |  |  | 2 | * To display charts/photographs/diagrams showing the events taking place in each stage of meiosis process.
* To lead a plenary discussion and make reflection on students responses to summarize major idea.
 | * To observe the events taking place in meiosis and outline them.
* Present for class discuss.
 | * Prepare microscope slide on stages of meiosis
* Microscope
* Charts/

photographs models showing stages of meiosis. |  |  |
|  |  |  | 2 |  | **Reproductive in flowering plants.****The structure of the flower.** | 4 | * To provide

guidelines to students for collecting various types of flowers.* To lead a plenary

discussion and make clarification and conclusion on the structure of a flower.* Lead students to

identify and discuss reproductive parts of flowers. | * To observe the

collected flowers and identify different parts of the flower and describe their structures.* To draw a well labelled diagram of the named flower.
* To identify and discuss reproductive parts of a flower.
 | * Variety of flowers.
* Charts/models/photographs of flowers.
 |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | **O C T O B E R****OCTOBER** | 3 | **R E P R O D U C T I O N** | **Reproduction in mammals** | 2 | * To guide students

to identify male and female reproductive organs from the dissected mice.* To lead a class

discussion and make correction and clarification on the structures of male and female reproductive systems. | * In groups to

identify in male and female reproductive organs from the dissected mice.* To discuss on the

structure of male and female reproductive systems and draw the diagrams. | * Mouse/any other small mammal
* Dissecting kit.
* Tray / dissecting board
* Chloroform
* Cotton wool
* Water.
 |  |  |  |
| 3 | **Gamete formation and fertilization**  | 2 | * To lead a plenary

discussion on gamete formation, liberation and meaning of gamete.* To guide students

to identify the phases of menstrual cycle and events that take place in each phase.* To guide students

to discuss the process of fertilization pregnancy and child birth. | * To discuss in groups the process of gamete formation in mammals and liberation.
* To identify the phase of menstrual cycle and events that take place.
* Discuss on the

process of ovulation and hormones involved in the process.* To discuss in groups the process of fertilization pregnancy and child birth.
 | * Pictures

showing formational liberation of gametes.* Charts on

fertilization process. | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar**-//- |  |
| Use appropriate skills to solve various health related problems. | Take appropriate precaution and measures against problems. Related to reproductive processes in plants and animals. |  | 4 |  | **Multiple Pregnancies.** | 4 | * To lead as in

groups to discuss factors affecting fertilization.* To lead students

to discuss on meaning and importance of artificial insemination.* To guide students

to summarize the major responses and make general comments. | * To discuss in

groups the factors affecting fertilization and present their tasks.* Discuss on meaning and importance of artificial insemination, and present their tasks.
 | * Charts/drawing depicting artificial insemination.
 |  |  |
|  | Take appropriate precautions and measures against problems related to reproductive processes in animals | **NOVEMBER** | 1 |  | **Disorders of Reproductive system.** | 2 | * To lead students

to discuss on meaning and causes of multiple pregnancies.* To lead a class

discussion and summarize the major points on differences between identical and fraternal twins.* Lead students in

groups and discuss on types of disorders of the human reproductive system. | * To discuss of

meaning and causes of multiple pregnancies.* Discuss on

differences between identical and fraternal twins.* To discuss in

group different types of disorders of the human reproductive system. | * Charts/

pictures on multiple pregnancies.* Charts

/diagrams or pictures or pictures showing identical and fraternal twins* Document

on disorders of the human reproductive system.. |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | **N****O****V****R****M****B****E****R** | 1 |  |  | 2 | * Guiding students

in groups with questions to discuss on causes and effects of the reproductive system disorders.* To lead a class

discussion on the possible remedies of reproductive system disorders. | * To discuss on

causes and effects of the reproductive system disorders.* To discuss

possible remedies of the reproductive system disorders. | * Documents

on the disorders of the human reproductive system. |  | Students to explaincauses and effects of the reproductive system disorders.And possible remedies of the reproductive system disorders. |  |
| -do- | **Complications of the Reproductive system.** | 4 | * To guide students

to brainstorm on the types of complications of the reproductive systems.* To summarize the

major points on the meaning of aborting, still birth, miscarriage and ectopic pregnancy.* Lead students to

discuss on causes and effects of complications of reproductive system.* To make

clarification and conclusion.* To guide students

to discuss in groups ways of minimizing complications and disorders of the reproductive system. | * To brainstorm on the types of complications of the reproductive system.
* To discuss on causes , effects of complications of reproductive system.
* To discuss ways of minimizing complications and disorders of the reproductive system.
 | * Video, tapes
* Text on case studies on complications of the reproductive system.
* Video tapes/charts pictures photographs showing complications of the female reproductive system.
 | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |
| 2 |
|  |  | **NOVEMB****ERER** | 3 | **R E P R O D U C T I O N** | **Sexuality and sexual Health and Responsible sexual behaviour.** | 4 | * Guide students to

discuss meaning of sexuality sexual health and sexual behaviour.* Guide students in

groups to discuss on factors influencing sexual behaviour in different groups of people.* Guide students to

discuss responsible and irresponsible sexual behaviour and their impacts on one self, family and community.* To guide students

to summarize outline ways of eradication irresponsible sexual behaviour in the family, school and community.* To lead plenary

discussion and make clarifications on appropriate life skills required to cope with adolescent sexuality and sexual behaviour such as self esteem, problems solving and decision making. | * Discuss on

meaning of the sexuality, sexual health and sexual behaviour.* Discuss in

groups on factors influencing sexual behaviour in different groups of people.* To discuss the

responsible and irresponsible sexual behaviour and their impacts.* Tabulate

differences between responsible and irresponsible sexual behaviour.* Discuss the

ways of eradicating irresponsible sexual behaviour.* Discuss on

appropriate life skills required to cope with adolescent sexuality and sexual behaviour.  | * Pictures, charts and photographs, video tapes depicting cases of sexuality and sexual behaviours.
* Radio/video tapes pictures/ charts showing people with different sexual behaviours
 |  |  |  |
|  **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** |  **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCE** | **ASSESSMENT** | **REMARKS** |
|  |  | NOVEMBERNOVEMBER | 44 |  | Family planning and contraception  | 2 | * To lead student to

discuss on the concepts of family planning and contraception.* Organize students

in groups and discuss of various family planning and contraception methods their advantages and disadvantages* Importance of

family planning and contraception. | * To discuss on

the concepts of family planning and contraception.* To discuss of

various family planning methods and contraception, their advantages and disadvantages.* Importance of

family planning contraception. | * Various

family planning devices.* Charts/

pictures photographs of family planning devices. | **SCSU &MoEVT****(2012), Biology for secondary schools form 3, Uhuru media, Zanzibar** |  |  |
| **Maternal and child care.** | 2 | * Lead students to discuss on maternal and child care.
* Assign students to investigate socio-cultural factors which affect maternal and child care.
* To lead a class discussion on the ways of providing appropriate maternal and child care for PLWHA
 | * To discuss importance of maternal and child care.
* Present their investigations for class discussion.
* To discuss on ways of providing appropriate maternal and child care for PLWHA
 | * Charts/ pictures and photographs of women and children living with HIV/AIDS
 | -//- |  |
|  | ANNUAL EXAMINATION 4TH WEEK OF NOV TO 1ST WEEK OF DEC ANNUAL HOLIDAY 05TH DEC 2025 |  |