

GRADE 10 BIOLOGY SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

Wee k	LS N	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessme nt Methods	Ref l
1	1	1.0 Cell Biology and Biodiversit y	1.1 Introduction to Biology	By the end of the lesson, the learner should be able to explain the application of Biology in everyday life.	Why is it important to study Biology?	The learner is guided to search for information on the meaning and application of Biology in everyday life and share with peers ⁸ .	Digital devices, internet access, textbooks.	Oral questions	
	2			By the end of the lesson, the learner should be able to relate fields of study in Biology to career opportunities (Botany, Zoology, Taxonomy).		The learner is guided to collaboratively search for information on fields of study (Botany, Zoology, Taxonomy) and relate them to career opportunities ⁹ .	Print/non-print media, charts.	Observatio n	
	3			By the end of the lesson, the learner should be able to relate fields of study in Biology to career opportunities (Anatomy, Physiology, Ecology, Genetics).		The learner is guided to search for information on Anatomy, Physiology, Ecology, and Genetics and relate them to career opportunities ¹⁰ .	Textbooks, career brochures.	Written assignment	
	4			By the end of the lesson, the learner should be able to relate fields of study in Biology to career opportunities (Microbiology, Entomology, Parasitology).		The learner is guided to search for information on Microbiology, Entomology, and Parasitology and relate them to career opportunities ¹¹ .	Digital devices, textbooks.	Oral questions	
2	1			By the end of the lesson,		The learner is guided to	Career guidance	Discussion	

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				the learner should be able to discuss factors influencing career choices in Biology.		discuss factors like interest and ability, and reinforce those that should not influence choice (gender, stereotypes) ¹² .	charts.		
	2			By the end of the lesson, the learner should be able to Illustrate the careers related to fields of study in Biology.		The learner is guided to use locally available material to design a career wheel to relate fields of study in Biology to careers and make presentations ¹³ .	Manilla paper, markers, scissors.	Project assessment	
	3		1.2 Specimen Collection and Preservation	By the end of the lesson, the learner should be able to identify apparatus used for collecting specimens.	How are specimens collected and preserved?	The learner is guided to in groups search for information on apparatus for collecting specimens (pooter, pitfall trap, sweep net) ¹⁴ .	Textbooks, images of apparatus.	Observation	
	4			By the end of the lesson, the learner should be able to identify materials used for processing and preserving specimens.		The learner is guided to identify materials such as forceps, light traps, Tullgren funnel, envelopes, labels, and hand lenses ¹⁵ .	Lab apparatus/charts.	Checklist	
3	1			By the end of the lesson, the learner should be able to improvise apparatus for collecting specimens.		The learner is guided to improvise apparatus from locally available materials and use them for collecting specimens ¹⁶ .	Locally available materials (plastic bottles, netting).	Project assessment	
	2			By the end of the lesson, the learner should be able to collect plant specimens for preservation.		The learner is guided to collect plant specimens using appropriate methods (e.g., secateurs, collecting bags) ¹⁷ .	Secateurs, collecting bags.	Observation	
	3			By the end of the lesson, the learner should be able to make a herbarium to		The learner is guided to press plant specimens for a herbarium ¹⁸ .	Plant press, newspapers/blotting paper.	Observation	