**FORM TWO BIOLOGY SCHEMES OF WORK**

**TERM THREE 2021**

**REFERENCES:**

1. KLB Secondary Biology Form 1 Students Book KLB BK 1
2. KLB Secondary Biology Form 2 Students Book KLB BK 2
3. Oxford Biology Book Form 1. Oxford BK 1
4. Oxford Biology Book Form 2. Oxford BK 2

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| **WK** | **LSN** | **TOPIC/S-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1-2 | Sites of gaseous exchange in microbes | **By the end of the lesson, the learner** **should be able to:-**Describe features of sites of gaseousexchange | Note taking | Diagrams of amoeba,Epidermis | KLB BK 2 Pg 53Oxford BK 2 Pg 57 |  |
|  | 3-4 | Gaseous exchange in Insects | **By the end of the lesson, the learner** **should be able to:-**Outline features of tracheal system inInsects | Class discussion | Diagrams if insects | KLB BK 2 Pg 54-55Oxford BK 2 Pg 58-59 |  |
| 2 | 1-4 | Gaseous exchange inFish | **By the end of the lesson, the learner** **should be able to:-**Describe structure and adaptations ofgills to their functions | Drawing & LabelingDissectingDiscussion & Presentation | Fish sample,Hand lens,Scapel, chart,textbooks | KLB BK 2 Pg 56-58Oxford BK 2 Pg 57 |  |
| 3 | 1&2 | Gaseous exchange inAmphibians.MouthLungs | **By the end of the lesson, the learner** **should be able to:-**Describe how gaseous exchange occurthrough skin and lungs | Class discussion | Text books | KLB BK 2 Pg 58Oxford BK 2 Pg 59 |  |
|  | 3 | Skin | **By the end of the lesson, the learner** **should be able to:-**Outline significance of moisture in skinGaseous exchange | Class discussionViewing audio visual | Diagram in text book,Audio visual aid | KLB BK 2 Pg 59Oxford BK 2 Pg 59 |  |
|  | 4 | Gaseous exchange inMammals, the air passage, nosal lining, larynx, trachea, lungs | **By the end of the lesson, the learner** **should be able to:-**Explain significance of moisture and Hairs along air passage | Class discussion | ChartTextbooks | KLB BK 2 Pg 50-61Oxford BK 2 Pg 63 |  |
| 4 | 1-4 | The breathing process | **By the end of the lesson, the learner** **should be able to:-**Outline role of intercostals muscles,diaphragm, ribcage in the breathingprocess | Demonstrating breathingusing model | Breathing modelChartTextbooksDiagram of ribcage | KLB BK 2 Pg 61-63Oxford BK 2 Pg 64-65 |  |
| 5 | 1,2 | Gaseous exchange in the alveolus | **By the end of the lesson, the learner** **should be able to:-**Outline role of moisture in the alveolus | Class discussion | DiagramTextbooks | KLB BK 2 Pg 64Oxford BK 2 Pg 66 |  |
|  | 3-4 | Factors affecting rateof breathing | **By the end of the lesson, the learner** **should be able to:-**Describe factors affecting rate ofBreathing in humans  | Class discussionPresentationNotes taking | Textbooks | KLB BK 2 Pg 65Oxford BK 2 Pg 66 |  |
| 6 | 1,2&3 | Diseases of the Respiratory system | **By the end of the lesson, the learner** **should be able to:-**Describe causes, symptoms and Prevention of diseases of the breathingsystem | Class discussion | Textbooks | KLB BK 2 Pg 67-70Oxford BK 2 Pg 74-75 |  |
|  | 4 | RespirationIntroductionTypes of respiration | **By the end of the lesson, the learner** **should be able to:-**Define respiration, name and describeAerobic and anaerobic respiration | Class discussion | ChartTextbooks | KLB BK 2 Pg 68Oxford BK 2 Pg 76 |  |
| 7 | 1&2 | Respiration significance | Explain significance of respiration andOutline further types of respiration | Demonstrate combustionof food yieldcarbon (IV) oxide | Food sample, boilingtube, capillary tube,lime water | KLB BK 2 Pg 73Oxford BK 2 Pg 76 |  |
|  | 3,4 | Application of Anaerobic respiration | **By the end of the lesson, the learner** **should be able to:-**Explain economic importance ofanaerobic respiration | Demonstrate fermentation | Yeast oil, glucose, Test tube, capillary tube, lime water | KLB BK 2 Pg 78Oxford BK 2 Pg 77 |  |
| 7 | 1,23 | Respiratory substratesRespiratory quotient | **By the end of the lesson, the learner** **should be able to:-**- List the metabolic substrates- Define respiratory quotient and calculate RQ | Class discussion | Glucose | KLB BK 2 Pg 79-80Oxford BK 2 Pg 77 |  |
|  | 4 | Factors affectingRespiration | **By the end of the lesson, the learner** **should be able to:-**Outline factors affecting respiration | Class discussion | Textbooks | KLB BK 2 Pg 80-81Oxford BK 2 Pg 78 |  |
| 8 | 1&2 | Factors affectingrespiratory substrate | **By the end of the lesson, the learner** **should be able to:-**Outline factors affecting respiration | Class discussion | Textbooks | KLB BK 2 Pg 81Oxford BK 2 Pg 79 |  |
|  | 3,4 | Excretion and HomeostasisIntroductionExcretion in plants | **By the end of the lesson, the learner** **should be able to:-**Explain difference between egestion and excretion | Demonstrate transpirationfrom potted plant | Potted plantPolythene paperThread | KLB BK 2 Pg 83Oxford BK 2 Pg 86 |  |
| 9 | 1-4 | Revision Respiration in plantsand animals | **By the end of the lesson, the learner** **should be able to:-**Make corrections on areas/questionsnot well done | Class discussion | Question papers | Past question papers |  |
| 10 | 1-4 |  | **By the end of the lesson, the learner** **should be able to:-**Outline physiological processes forelimination of wastes in amoeba | Notes taking | Textbooks | KLB BK 2 Pg 84-85Oxford BK 2 Pg 88 |  |

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