**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 gaseous  exchange | Note taking | Diagrams of amoeba,  Epidermis | KLB BK 2 Pg 53  Oxford 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 in  Insects | Class discussion | Diagrams if insects | KLB BK 2 Pg 54-55  Oxford BK 2  Pg 58-59 |  |
| 2 | 1-4 | Gaseous exchange in  Fish | **By the end of the lesson, the learner**  **should be able to:-**  Describe structure and adaptations of  gills to their functions | Drawing & Labeling  Dissecting  Discussion &  Presentation | Fish sample,  Hand lens,  Scapel, chart,  textbooks | KLB BK 2 Pg 56-58  Oxford BK 2  Pg 57 |  |
| 3 | 1&2 | Gaseous exchange in  Amphibians.  Mouth  Lungs | **By the end of the lesson, the learner**  **should be able to:-**  Describe how gaseous exchange occur  through skin and lungs | Class discussion | Text books | KLB BK 2 Pg 58  Oxford BK 2 Pg 59 |  |
|  | 3 | Skin | **By the end of the lesson, the learner**  **should be able to:-**  Outline significance of moisture in skin  Gaseous exchange | Class discussion  Viewing audio visual | Diagram in text book,  Audio visual aid | KLB BK 2 Pg 59  Oxford BK 2 Pg 59 |  |
|  | 4 | Gaseous exchange in  Mammals, 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 | Chart  Textbooks | KLB BK 2 Pg 50-61  Oxford 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 breathing  process | Demonstrating breathing  using model | Breathing model  Chart  Textbooks  Diagram of ribcage | KLB BK 2 Pg 61-63  Oxford 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 | Diagram  Textbooks | KLB BK 2 Pg 64  Oxford BK 2 Pg 66 |  |
|  | 3-4 | Factors affecting rate  of breathing | **By the end of the lesson, the learner**  **should be able to:-**  Describe factors affecting rate of  Breathing in humans | Class discussion  Presentation  Notes taking | Textbooks | KLB BK 2 Pg 65  Oxford 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 breathing  system | Class discussion | Textbooks | KLB BK 2 Pg 67-70  Oxford BK 2  Pg 74-75 |  |
|  | 4 | Respiration  Introduction  Types of respiration | **By the end of the lesson, the learner**  **should be able to:-**  Define respiration, name and describe  Aerobic and anaerobic respiration | Class discussion | Chart  Textbooks | KLB BK 2 Pg 68  Oxford BK 2  Pg 76 |  |
| 7 | 1&2 | Respiration  significance | Explain significance of respiration and  Outline further types of respiration | Demonstrate combustion  of food yield  carbon (IV) oxide | Food sample, boiling  tube, capillary tube,  lime water | KLB BK 2 Pg 73  Oxford 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 of  anaerobic respiration | Demonstrate  fermentation | Yeast oil, glucose,  Test tube, capillary  tube, lime water | KLB BK 2 Pg 78  Oxford BK 2 Pg 77 |  |
| 7 | 1,2  3 | Respiratory substrates  Respiratory 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 79-80  Oxford BK 2 Pg 77 |  |
|  | 4 | Factors affecting  Respiration | **By the end of the lesson, the learner**  **should be able to:-**  Outline factors affecting respiration | Class discussion | Textbooks | KLB BK 2 Pg 80-81  Oxford BK 2 Pg 78 |  |
| 8 | 1&2 | Factors affecting  respiratory substrate | **By the end of the lesson, the learner**  **should be able to:-**  Outline factors affecting respiration | Class discussion | Textbooks | KLB BK 2 Pg 81  Oxford BK 2 Pg 79 |  |
|  | 3,4 | Excretion and  Homeostasis  Introduction  Excretion in plants | **By the end of the lesson, the learner**  **should be able to:-**  Explain difference between egestion  and excretion | Demonstrate transpiration  from potted plant | Potted plant  Polythene paper  Thread | KLB BK 2 Pg 83  Oxford BK 2 Pg 86 |  |
| 9 | 1-4 | Revision  Respiration in plants  and animals | **By the end of the lesson, the learner**  **should be able to:-**  Make corrections on areas/questions  not 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 for  elimination of wastes in amoeba | Notes taking | Textbooks | KLB BK 2 Pg 84-85  Oxford BK 2 Pg 88 |  |

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