



PROVINCE OF THE
EASTERN CAPE
EDUCATION

DIRECTORATE:
FET CURRICULUM FET PROGRAMMES
LESSON PLANS
TERM 3
LIFE SCIENCES
GRADE 11

FOREWORD

The following Grade 10, 11 and 12 Lesson Plans were developed by Subject Advisors during May 2009. Teachers are requested to look at them, modify them where necessary to suit their contexts and resources. It must be remembered that Lesson Plans are working documents, and any comments to improve the lesson plans in this document will be appreciated. Teachers are urged to use this document with the following departmental policy documents: Subject Statement; LPG 2008; SAG 2008; Examination Guidelines 2007 and Provincial CASS Policy / Guidelines. **Educators are reminded that these lesson plans will have to be changed in 2010 as Grade 11 will be implementing the new content framework.**

Lesson planning is the duty of each and every individual teacher but it helps when teachers sometimes plan together as a group. This interaction not only helps teachers to understand how to apply the Learning Outcomes (LOs) and Assessment Standards (ASs) but also builds up the confidence of the teachers in handling the content using new teaching strategies.

It must please be noted that in order to help teachers who teach across grades and subjects, an attempt has been made to **standardise lesson plan templates** and thus the new template might not resemble the templates used in each subject during the NCS training. However, all the essential elements of a lesson plan have been retained. This change has been made to assist teachers and lighten their administrative load.

Please note that these lesson plans are to be used only as a guide to complete the requirements of the Curriculum Statements and the work schedules and teachers are encouraged to develop their own learner activities to supplement and /or substitute some of the activities given here (depending on the school environment, number and type of learners in your class, the resources available to your learners, etc).

Do not forget to build in the tasks for the Programme of Assessment into your Lesson Plans.

Strengthen your efforts by supporting each other in clusters and share ideas. Good Luck with your endeavours to improve Teaching, Learning and Assessment.

SUBJECT: LIFE SCIENCES GRADE: 11 LESSON PLAN 1 TERM 3 TIME: 16hrs

Focus Learning Outcome/s:	LO 2 AS 1, 2 & 3
Integrated Life Sciences LOs and ASs:	LO 1 # AS 2 and 3; LO 3 # AS 2 and 3
Possible integration with other subjects	Geography, Mathematics
Knowledge Area	Environmental Studies
Prior Knowledge	Energy flow in ecosystems
Topic	Food Pyramids
Links to next lesson	Effects of environmental changes on food pyramids

LEARNING OUTCOME 1:		LEARNING OUTCOME 2:		LEARNING OUTCOME 3:	
Scientific Inquiry & problem Solving Skills.		Constructs & Application of Life Sciences Knowledge.		Life Sciences and its relationships to Technology , Society and the Environment.	
AS1: Learner identifies and questions phenomena and plans an investigation	√	AS1: Learner accesses knowledge	√	AS1: Learner explores & evaluates scientific ideas of past and present cultures	√
AS2: Learner conducts an investigation by collecting and manipulating data	√	AS2: Learner interprets and makes meaning of knowledge	√	AS2: Learner compares & evaluates uses and developments of resources and their products & their impact on the environment & society.	√
AS3: Learners analyses, synthesizes, evaluates data and communicates findings	√	AS3: Learner shows understanding of how Life Sciences knowledge is applied in everyday life	√	AS3: Learner compares the influence of different beliefs, attitudes and values on scientific knowledge	√

TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Activity 1: Revision of prior knowledge: LO 2# AS 1 and AS 2</p> <p>Assesses learners' prior knowledge of ecological concepts e.g. producers, herbivores etc through verbal questioning and diagrammatic illustrations of food chains, food webs and food pyramids.</p>	Learners respond to questions and diagrammatic illustrations verbally and in writing.	Textbooks, chalkboard, charts	<p>Informal:</p> <p>Teacher</p> <p>Peer</p>	

TEACHER ACTIVITIES	LEARNER ACTIVITY	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Activity 2: Different types of food pyramids and different ways of presenting food pyramids: LO 1 # AS 3; LO 2 #AS 1, 2 and 3</p> <p>Uses different kinds of food chains, food webs and pictures that depict feeding relationships in respect of difference in numbers mass and energy of trophic levels.</p> <p>Explains to learner the two ways of presenting food pyramids, that is, :</p> <ul style="list-style-type: none"> • Triangle • Rectangle 	<p>Learners work in pairs.</p> <p>Discuss feeding relationships and pictures and draw food chains, food webs and pyramids.</p> <p>Compare numbers, mass and amount of energy at different energy levels within the same food pyramid</p> <p>Grasp the concepts:</p> <ul style="list-style-type: none"> • pyramid of number • pyramid of biomass and • pyramid of energy 	<p>Textbooks, chalkboard, OHP, charts, real ecosystems</p>	<p>Informal:</p> <p>Teacher</p> <p>Peer</p>	
<p>Activity 3: Effects of environmental changes on food pyramids: Overpopulation: LO 2 # AS 1nad 2</p> <p>Asks learners to research the meaning of the terms and to present to the class:</p> <ul style="list-style-type: none"> • Population • Population growth • Under population growth • Optimum population and • Overpopulation 	<p>Learners carry out the given task and report back on the meaning of the different terms</p>	<p>Textbooks, Internet, Library, newspapers</p>		

TEACHER ACTIVITY	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Activity 4::Effects of human over population on ecological systems: LO 1 # AS 2 and 3; LO 2 # AS 1, 2 and 3; LO 3 #AS 2</p> <p>Instructs learners to research the effects of overpopulation on food pyramids</p>	<p>Learners research, using various resources, to establish the effects of overpopulation e.g.</p> <ul style="list-style-type: none"> • Settlements • Use of arable land • Road construction • Industrialization etc <p>on food pyramids e.g. the eradication of natural vegetation</p> <p>Communicate their findings in the form of a verbal presentation</p>	<p>Textbooks, Internet, Libraries, newspapers, people</p>	<p>Informal: Teacher and peer assessment</p>	
<p>Activity 5: Pesticides: LO 2# AS 1, 2 and 3; LO 3 # AS 2 and 3</p> <p>Introduces the term pesticide by asking learners to mention a few domestic pesticides and their use.</p> <p>Divides learners in pairs and provides them with a passage/extract on pesticides.</p> <p>Asks learners to explain the effects of pesticides on food chains from the passage provided</p> <p>Asks learners' opinions on traditional methods of dealing with pests</p>	<p>Learners establish pesticides used at home or in immediate environment</p> <p>Learners read passage</p> <p>Explain the effects of pesticides on food chains</p> <p>Express their opinion on traditional ways of controlling pests</p>	<p>Extract from a relevant text</p>	<p>Informal: Self</p>	

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
Allows learners to debate some advantages and disadvantages of using pesticides	Debate advantages and disadvantages of pesticide use			
<p>Activity 6: Culling: LO 2 # AS 1,2; LO 3 # AS 3</p> <p>Refers learners to appropriate resources and instructs them to determine:</p> <ul style="list-style-type: none"> • What culling is • At least three reason why animals are culled • What the impact is of culling on food pyramids <p>Asks learners to research attitudes of people towards culling</p>	<p>Learners access the prescribed resources and establish the:</p> <ul style="list-style-type: none"> • meaning of the term culling • reasons why culling is done and • impact of culling on food pyramids <p>Research and report on their findings</p>	<p>Textbooks</p> <p>Textbooks, Internet, newspapers, people</p>	<p>Informal:</p> <p>Self</p> <p>Peer</p>	
<p>Activity 7: Pollution: LO 1 # AS 3; LO 2 # AS 1,2; LO 3 # AS 2</p> <p>Gives learners a project on pollution. Structures the project in the following manner:</p> <ul style="list-style-type: none"> • Types of pollution • Causes of the different types of pollution • Effects on food pyramids of at least one example of each of the different types of pollution <p>Asks learners to present their finding in the form of a poster</p>	<p>Access resources and communicate their findings in the form of a poster</p>	<p>Textbooks, Internet,</p> <p>Newspapers, Magazines</p> <p>Environment</p>	<p>Formal:</p> <p>Teacher</p> <p>Self</p> <p>Rubric</p>	

TEACHER ACTIVITIES	LEARNER ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Activity 7: Deforestation: LO 2 # AS 1, 2 and 3; LO 3 # AS 2</p> <p>Supplies learners with extract on deforestation from Study and Master Life Sciences Learners book Grade 11: pp 332 to334</p> <p>Refer learners to the questions based on the extract</p>	<p>Access the extract on deforestation and complete the questions pp 333 and 334</p>			
<p>Activity 8: Global environment concerns: LO 2 # AS 2 and 3</p> <p>Refers learners to textbook or any other relevant resources that deal with contemporary global environmental concerns, e.g. global warming, acid rain etc</p> <p>Asks learners to summarise, in the form of a table, the:</p> <ul style="list-style-type: none"> • meaning • causes and • effects <p>of each of the following global concerns:</p> <ul style="list-style-type: none"> • global warming • greenhouse effect • acid rain • ozone depletion 	<p>Access resources</p> <p>Interprets and make meaning of information</p> <p>Summarise information in the form of a table</p>	<p>Textbooks, Internet, newspapers, magazines</p>	<p>Informal:</p> <p>Self</p>	
<p>Homework:</p> <p>Learners are tasked to draw up a glossary of all the biological concepts encountered during the presentation of this lessons.</p>				

Enrichment/Expanded Opportunities:

Teacher supplies learners with extra informative articles on various topics covered by the lessons

Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE

SUBJECT: LIFE SCIENCES GRADE: 11 LESSON PLAN 2 TERM 3 TIME: 12hrs

Focus Learning Outcome/s:	LO 3 AS1, 2 and 3				
Integrated Life Sciences LOs and ASs:	LO 2 # AS 1, 2, 3; LO 1 # 1, 2 and 3				
Possible integration with other subjects	Geography, Life Orientation, Mathematics, Agricultural Sciences, Physical Sciences				
Knowledge Area	Environmental Studies				
Prior Knowledge	Human influences on environment				
Topic	Management of our environment				
Links to next lesson	Air, land and water borne diseases				
LEARNING OUTCOME 1:	LEARNING OUTCOME 2:	LEARNING OUTCOME 3:			
Scientific Inquiry & problem Solving Skills.	Constructs & Application of Life Sciences Knowledge.	Life Sciences and its relationships to Technology, Society and the Environment.			
AS1: Learner identifies and questions phenomena and plans an investigation	√	AS1: Learner accesses knowledge	√	AS1: Learner explores & evaluates scientific ideas of past and present cultures	√
AS2: Learner conducts an investigation by collecting and manipulating data	√	AS2: Learner interprets and makes meaning of knowledge	√	AS2: Learner compares & evaluates uses and developments of resources and their products & their impact on the environment & society.	√
AS3: Learners analyses, synthesizes, evaluates data and communicates findings	√	AS3: Learner shows understanding of how Life Sciences knowledge is applied in everyday life	√	AS3: Learner compares the influence of different beliefs, attitudes and values on scientific knowledge	√
TEACHER ACTIVITIES	LEARNERS ACTIVITIES	RESOURCES	ASSESSMENT	DATE COMPLETED	
<p>Activity 1: Management of cause and effects of pollution LO 1 # AS 2 and 3; LO 2 # AS 1, 2 and 3; LO 3 # AS 2</p> <p>Assesses prior knowledge by Dividing learners into three groups. Assign each group one pollution type</p> <p>Ask each group to explain the cause and effect of the assigned pollution type to the whole class.</p>	<p>Explain to the whole class their assigned pollution type with reference to the poster that was designed during previous lesson plan</p>	<p>Posters and notebooks</p>	<p>Informal:</p> <p>Teacher</p> <p>Self</p>		

TEACHER ACTIVITIES	LEARNER ACTIVITY	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Asks each group to brainstorm how their pollution type may be prevented and or controlled</p> <p>And how the effects of their pollution type may be reduced or eliminated</p> <p>Consolidates by presenting learners with a summary of preventative/controlled and reduction/ elimination pollution strategies.</p> <p>Gives learners a research task whereby they have to:</p> <ul style="list-style-type: none"> • identify any one example of pollution in their school or local community e.g. littering • identify the causes and effects and how these can be reduced 	<p>Brainstorm on the type of pollution chosen.</p> <p>Take down the summary.</p> <p>Perform the research and present a written report</p>	<p>Notebooks</p> <p>School premises or local community</p>	<p>Informal:</p> <p>Teacher</p> <p>Memorandum with rubric on synthesis</p>	
<p>Supplies learners with information on laws and policies supporting environmental management and sustainability and ask them to discuss it in their groups</p>	<p>Class discussion</p>	<p>Hand-out</p>	<p>Informal:</p> <p>Group</p>	
<p>Activity 2: Management of cause and effects of deforestation: LO 1# AS 1, 2 and 3; LO 2 #AS 3; LO 3 # AS 2</p> <p>Assesses prior knowledge with regard to the meaning of deforestation</p> <p>Allows learners to brain storm why deforestation takes place (causes) and possible consequences of deforestation (effects) . Gives feedback with regard to brainstorming</p> <p>Supplies learners with Activity 5: “Exploring de-</p>	<p>Verbal responses</p> <p>Learners brainstorm causes and effects of deforestation. Compare the outcome of the brainstorming exercise with teacher feedback and take notes where necessary</p> <p>Work through activities to discover some of the causes and effects of deforestation and</p>	<p>Textbooks</p> <p>Hand - out</p>	<p>Informal: Self</p> <p>Informal: Self</p>	

forestation” and Activity 6: “To destroy or not”, on pp 269 and 270 in the learners book of “Understanding Life Sciences Grade 11 – Screening addition 2006	the value of forests			
Teacher Activity	Learner Activity	Resources	Assessment	Date Completed
<p>Asks learners to research the following reduction strategies on deforestation:</p> <ul style="list-style-type: none"> • Re – use of wood products e.g. paper • Re – cycling of wood products • Using alternative sources for fuel other than wood. <p>Allows learners to research on the following management strategies i.r.o. the effects of deforestation :</p> <ul style="list-style-type: none"> • Harvesting forest products in a more sustainable way • Replanting to replace the trees that have been removed or destroyed • Encouraging tree planting in schools and in local communities 	<p>Research and communicate their findings in the form of written reports</p> <p>Research and communicate their findings in the form of a written report</p>	<p>Textbooks, Internet, Newspapers, magazines, site visits</p> <p>Textbooks, Internet, Newspapers, magazines,</p>	<p>Informal: Teacher assessment</p> <p>Informal: Teacher assessment</p>	
<p>Activity 3: Management of use of land : LO 2 # AS1, AS 2 and 3; LO 3 # AS1 and 2</p> <p>Divides learners into five groups. Assigns each group with one of the following topics relating to use of land.</p> <ul style="list-style-type: none"> • Agriculture • Grazing • Housing • Industries • Mining <p>Instructs groups to discuss their topic in relation to problems around the above – mentioned uses of land</p>	<p>Discuss and write down problems and solutions related to their topic</p> <p>Report back</p>	<p>Textbooks, newspapers and magazines</p>	<p>Informal: Self and group assessment</p>	

and possible solutions to the problems Allows report back by groups				
Supplies learners with past and present policies on land tenure and presents learners with the following statement: “the present pattern of land use in the Republic of South Africa is a product of historical land tenure policy .” Allows learners to debate above statement in relation to: <ul style="list-style-type: none"> • Agriculture • Overgrazing • Housing • Industries and • Mining 	Debate the past and present tenure policies on the availability and use of land	Past and present policies	Informal: Teacher assessment	
Teacher Activity	Learner Activity	Resources	Assessment	Date Completed
Activity 4: Management of the use of land: A practical application LO 1 # AS 1, 2 and 3; LO 2# AS 1, 2 AND 3; LO 3 # AS 2 Supplies learners with the total surface area of the school campus with the following assignment: “Draw a pie chart to represent the usage of the school land for each of following purposes”: <ul style="list-style-type: none"> • school buildings • parking • cultivated gardens • natural vegetation 	Survey land and estimate land usage. Draw pie chart Explain possible ways of improving school land	School grounds, mathematical instruments Textbooks, local municipality	Informal: Teacher assessment Self assessment	

<ul style="list-style-type: none"> sports fields/playgrounds <p>Asks learners to use the information from the pie chart to explain ways in which the school land could be improved from an environmental point of view</p>				
<p>Activity 5: Management of the cause and effects of extinction: LO 1# AS 1,2 and 3; LO 2 # AS 1,2, 3; LO 3 # AS1 and 2</p> <p>Provides learners with resources on the following information:</p> <p>Extinction of a species can be caused by:</p> <ul style="list-style-type: none"> loss of habitat poaching over – fishing Uncontrolled hunting introduction of invasive alien palnt and animal species changes in habitat <p>Arranges learners in groups and ask them to</p> <ul style="list-style-type: none"> discuss each of the causes listed above describe how this can happen draw food chains to explain how the extinction of one species can affect the: <ul style="list-style-type: none"> ➤ Number of other species in the food pyramid ➤ The flow of energy in an ecosystem <p>Supplies learners with information that deals with the following consequences(impact) of extinction of plant and animal species</p>	<ul style="list-style-type: none"> Discuss each of the causes describe how these causes can be brought about Draw food chains Present their ideas to another group or to the rest of the class. (Taken from Shuters Life Sciences Grade 11 learners book) <p>Access information supplied.</p> <p>Discuss, make meaning and summarise information</p>	<p>Previous notes, hand –outs or textbooks</p> <p>Hand - out</p>	<p>Informal: Group assessment</p> <p>Informal: Self assessment</p>	

<ul style="list-style-type: none"> • disruption of food chains through loss of biodiversity • loss of medicinal products derived from extinct plants and animals • loss of the effect of plants and animals as agents of pollination or dispersal(e.g. insects and birds); mosses and ferns in succession or leguminous plants that play a role in soil fertility(nitrogen – fixing bacteria) <p>Divide learners in groups. Assign each group with one of the following topics:</p> <ul style="list-style-type: none"> • Wildlife reserves • Legislation • Red – data listing • Indigenous knowledge <p>Asks each group to explain how above topics are used to prevent extinction and allows learners to share their explanation with the rest of the class</p> <p>Gives learner a research task on any one extinct animal with regard to:</p> <ul style="list-style-type: none"> • Where and when the organism existed • What the organism ate • The ecological role of the organism • Circumstances that lead to its extinction <p>Group learners and assign each group one of the following human activities that may contribute to the extinction of species:</p> <ul style="list-style-type: none"> • Excessive use of pesticides • Over – exploitation for purposes of food • Use of threatened or endangered species for 	<p>Explain how their topic assists in the prevention of extinction</p> <p>Shares their explanation with the rest of the class</p> <p>Conduct research on given topics and communicate their findings in the form of a written report</p> <p>Access resources and summarise information.</p> <p>Share their information with the rest of the class.</p>	<p>Textbooks, Hand – outs, news papers, magazines</p> <p>Textbooks, Internet, News papers, Magazines</p> <p>Textbooks, Internet, New papers, magazines</p>	<p>Informal:</p> <p>Group</p> <p>Informal:</p> <p>Teacher</p> <p>Observation sheet</p> <p>Informal:</p> <p>Group</p> <p>Rubric</p>	
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<p>medicines</p> <ul style="list-style-type: none"> Habitat destruction (e.g. mining, fire, deforestation settlements etc.) 				
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Homework:

Learners are tasked to draw up a glossary of all the biological concepts encountered during the presentation of this lessons

Enrichment/Expanded Opportunities:

Teacher supplies learners with extra informative articles on various topics covered by the lesson plan.

Interview older people to establish traditional ways how natural resources were preserved in the past.

Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

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SUBJECT: LIFE SCIENCES GRADE: 11 LESSON PLAN 3 TERM 3 TIME: 8hrs

Focus Learning Outcome/s:	LO 3 AS1, 2 and 3
Integrated Life Sciences LOs and ASs:	LO 2 # AS 1, 2, 3; LO 1 # 1, 2 and 3
Possible integration with other subjects	Life Orientation, Mathematics, Physical Sciences
Knowledge Area	Environmental Studies
Prior Knowledge	Management of our environment
Topic	Air, land and water borne diseases
Links to next lesson	Revision

LEARNING OUTCOME 1:		LEARNING OUTCOME 2:		LEARNING OUTCOME 3:	
Scientific Inquiry & problem Solving Skills.		Constructs & Application of Life Sciences Knowledge.		Life Sciences and its relationships to Technology , Society and the Environment.	
AS1: Learner identifies and questions phenomena and plans an investigation	√	AS1: Learner accesses knowledge	√	AS1: Learner explores & evaluates scientific ideas of past and present cultures	√
AS2: Learner conducts an investigation by collecting and manipulating data	√	AS2: Learner interprets and makes meaning of knowledge	√	AS2: Learner compares & evaluates uses and developments of resources and their products & their impact on the environment & society.	√
AS3: Learners analyses, synthesizes, evaluates data and communicates findings	√	AS3: Learner shows understanding of how Life Sciences knowledge is applied in everyday life	√	AS3: Learner compares the influence of different beliefs, attitudes and values on scientific knowledge	√
TEACHING ACTIVITIES		LEARNERS ACTIVITIES		RESOURCES	ASSESSMENT
Activity 1: Air borne diseases: LO 1 # AS1, 2 and 3; LO 2 # 1, 2 and 3; LO 3 # AS1, 2 and 3 Divides learners into six groups where each group will be researching one of the following air borne diseases: <ul style="list-style-type: none"> • Influenza • Polio • Chickenpox • Measles • Tuberculosis & meningitis 		Research and present their findings to the rest of the class		Textbooks, Internet, magazines, newspapers, people, clinics, hospitals etc	Informal: Group assessment
					DATE COMPLETED

TEACHER ACTIVITIES	LEARNER ACTIVITY	RESOURCES	ASSESSMENT	DATE COMPLETED
<p>Instructs learners to research the disease under the following topics in groups and thereafter present.</p> <ul style="list-style-type: none"> • Causes and transmission • Distribution • Symptoms • Effects • Treatment: Traditional and scientific • Management <p>Supplies learners with available statistics(in the form of graphs, tables or text) on the incidence of these diseases and asks them to analyse and interpret it and to present their findings</p>	<p>Work in groups, access available resources, put together a presentation.</p> <p>Present to the class.</p>	<p>Textbooks, Internet, magazines, newspapers, people, clinics, hospitals etc</p>	<p>Informal:</p> <p>Group</p> <p>Teacher</p> <p>Rubric</p>	
<p>Activity 2: Land borne diseases: LO 1 # AS1, 2 and 3; LO 2 # 1, 2 and 3; LO 3 # AS1, 2 and 3</p> <p>Divides learners into four groups where each group will be researching one of the following land borne diseases:</p> <ul style="list-style-type: none"> • Round worms • Sleeping sickness • Tetanus • Botulism <p>Instructs learners to research the disease under the following topics</p> <ul style="list-style-type: none"> • Causes and transmission • Distribution • Symptoms • Effects • Treatment: Traditional and scientific • Management 	<p>Research, analyse, synthesize and present their findings to the rest of the class</p>	<p>Textbooks, Internet, magazines, newspapers, people, clinics, hospitals etc</p>	<p>Informal: Group</p> <p>Teacher</p>	

Teacher Activities	Learner Activity	Resources	Assessment	Date completed
Supplies learners with available statistics(in the form of graphs, tables or text) on the incidence of these diseases and asks them to analyse and interpret it and to present their findings				
<p>Activity 3: Water borne diseases: LO 1 # AS1, 2 and 3; LO 2 # 1, 2 and 3; LO 3 # AS1, 2 and 3</p> <p>Divides learners into four groups where each group will be researching one of the following water borne diseases:</p> <ul style="list-style-type: none"> • Cholera • Amoebic dysentery • Bilharzia • Typhoid fever <p>Instructs learners to research the disease under the following topics</p> <ul style="list-style-type: none"> • Causes and transmission • Distribution • Symptoms • Effects • Treatment: Traditional and scientific • Management <p>Supplies learners with available statistics(in the form of graphs, tables or text) on the incidence of these diseases and asks them to analyse and interpret it and to present their findings</p>	<p>Research, analyse, synthesise and present their findings to the rest of the class</p> <p>Analyse, interpret, synthesise and present information.</p>	<p>Textbooks, Internet, magazines, newspapers, people, clinics, hospitals etc Information sheets</p>	<p>Informal:</p> <p>Group/ Self</p> <p>Formal:</p> <p>Controlled test</p>	

Homework:

Learners are tasked to draw up a glossary of all the biological concepts encountered during the presentation of this lessons

Research other related diseases that have not been mentioned

Enrichment/Expanded Opportunities:

Teacher supplies learners with extra informative articles on various topics covered by the lessons

Teacher Reflections:

SIGNATURES:

TEACHER

DATE

HOD / SMT

DATE