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| **Learning Planner** |
| **Subject** | *General science* | **Week** | *11* | **Duration** | *180 min* | **Form** |  *SHS 1* |
| **Strand** |  PROCESSES FOR LIVING | **Sub-Strand** | ESSENTIALS FOR SURVIVAL |
| **Content Standard** | Demonstrate knowledge and understanding of the principles of reproduction and their application in addressing sexually related societal problems |
| **Learning Outcome(s)** | Illustrate the principles of reproduction. |
| **Learning****Indicator(s)** | Explain the female menstrual cycle and show how that can be used to address reproduction related issues |
| **Essential Question(s)**  |  |
| **Pedagogical Strategies** | * Collaborative learning
* Demonstation
* Talk-for-learning approach
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| **Teaching & Learning Resources** | * Charts/pictures and models of the reproductive system male and female human.
* Videos of the reproductive system of mammals.
* Internet resources such as https://www.webmd.com/baby/healthtool-ovulation-calculator; https://www.unfpa.org/resources/adolescent-sexual-and-reproductive-health; https://www.youtube.com/watch?v=lBHRwkZPNac;
* Journals
 |
| **Key Notes on Differentiation** |
| 1. Learning Task:
* Draw the structure of male reproductive system and label at least five parts
* Describe the structure of female reproductive system and give at least one function of at least five parts
* Describe the processes of reproduction in humans from copulation to birth, etc.
1. Pedagogical Exemplars:
* Engage learners to observe models, videos, pictures, or charts of female and male reproductive systems. Encourage learners to document their observations
* Assign roles within the mixed-ability groups to help learners present their observations from the videos, pictures, and charts. Use open-ended questions through talk for learning to encourage all learners to participate actively
* Offer scaffolding or additional support for learners who may struggle with vocabulary or concepts
* Let learners describe the parts of the female and male reproductive systems, provide visual aids and diagrams to help learners visualize the parts, etc.
1. Key Assessments (DoK):
* Level 2: Draw and label the structure of the female reproductive system
* Level 2: Describe any 3 parts of the female reproductive system and their function

Level 2: Describe the structure of male reproductive system and its function, etc |
| **Keywords** | Glands, sperm, hormone, fertilization, embryo, accessory, etc |
| **Lesson 1** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| ***Teacher Activity***  | ***Learner Activity*** |
| **Starter *Activity (10 minutes)***  |
| ***Introductory Activity (15minutes)***1.

***Activity 1 (40 minutes)******Activity 2 (40 minutes)***1.
 | ***Introductory Activity (15minutes)***1.

***Activity 1 (40 minutes)******Activity 2 (40 minutes)*** |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 3*** |
| **Lesson Closure** ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** |
| ***Activity (15 minutes)*** 1.
 |
| **Reflection & Remarks** |
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| **Lesson 2** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| ***Teacher Activity***  | ***Learner Activity*** |
| **Starter *Activity (10 minutes)***  |
| ***Introductory activity (25 minutes)***1.

***Activity 1 (25 minutes)***1.

***Activity 2 (25 minutes)***1.

***Activity 3 (25 minutes)***1.
 | ***Introductory activity (25 minutes)******Activity 1(30 minutes)***1.

***Activity 2 (25 minutes)******Activity 3 (25 minutes)*** |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| Level 3: Strategic reasoning |
| **Lesson Closure** ***In completing this part, refer to the Essential Questions to check that learning has taken place.***  |
| ***Activity (15 minutes)***  |
| **Reflection & Remarks** |
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| **Learning Planner** |
| **Subject** | *General science* | **Week** | *12* | **Duration** | *180min* | **Form** |  *SHS 1* |
| **Strand** | PROCESSES FOR LIVING | **Sub-Strand** | ESSENTIALS FOR SURVIVAL |
| **Content Standard** | Demonstrate knowledge and understanding of the principles of reproduction and their application in addressing sexually related societal problems |
| **Learning Outcome(s)** | Design Possible solutions to address sexually related societal problems. |
| **Learning****Indicator(s)** | Apply knowledge of reproduction related issues (teenage pregnancy, STI, reproductive health) to address challenges of adolescent reproductive health. |
| **Essential Question(s)**  |  |
| **Pedagogical Strategies** | * *Collaborative learning*
* *Talk-for-learning approach*
* *Demonstration*
 |
| **Teaching & Learning Resources** | * Books
* Charts/videos/pictures of menstrual cycle.
* Internet resources such as (https://www.webmd.com/baby/healthtool-ovulation-calculator; https://www.always.com/en-us/period-calculator)
 |
| **Key Notes on Differentiation** |
| 1. Learning Tasks:
* Explain menstrual cycle and identify at least two stages involved
* Describe the phases of menstrual cycle
* Describe at least three (3) ways reproduction-related issues can be addressed by an understanding of the menstrual cycle
* Analyse the differences among the phases of menstrual cycle, etc.
1. Pedagogical Exemplars
* Think-Pair-Share

Provide charts, diagrams, videos/ animations illustrating and explaining the menstrual cycle.* Use colour-coded calendars to represent separate phases of the menstrual cycle
* Present a scenario related to menstrual health and hygiene to the entire class
* Have learners individually respond to the scenario. Pair learners to discuss their ideas and perspectives. Learners share understandings and solutions with the larger group, fostering cross-learning and peer learning, etc.
1. Key Assessments (DoK):
* Level 1: Briefly explain the menstrual cycle
* Level 2: Explain the term menstrual hygiene
* Level 2: Describe at least four (4) ways good menstrual hygiene can be practiced
* Level 2: Describe how the menstrual cycle can be determined using ovulation predictor kits

Level 3: Compare and contrast luteal phase and follicular phase of menstrual cycle, etc |
| **Keywords** | Phase, ovulation, physiological, monthly, cycle, menstrual Hygiene, etc. |
| **Lesson 1** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| ***Teacher Activity***  | ***Learner Activity*** |
| **Starter *Activity (10 minutes)***  |
| ***Introductory Activity (15minutes)***1.

***Activity 1 (40 minutes)******Activity 2 (40 minutes)***1.
 | ***Introductory Activity (15minutes)***1.

***Activity 1 (40 minutes)******Activity 2 (40 minutes)*** |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 3***Strategic reasoning |
| **Lesson Closure** ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** |
| ***Activity (15 minutes)*** 1.
 |
| **Reflection & Remarks** |
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| **Lesson 2** |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** |
| ***Teacher Activity***  | ***Learner Activity*** |
| **Starter *Activity (10 minutes)***  |
| ***Introductory activity (25 minutes)***1.

***Activity 1 (25 minutes)***1.

***Activity 2 (25 minutes)***1.

***Activity 3 (25 minutes)***1.
 | ***Introductory activity (25 minutes)******Activity 1(30 minutes)***1.

***Activity 2 (25 minutes)******Activity 3 (25 minutes)*** |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** |
| ***Level 3:*** Strategic reasoning |
| **Lesson Closure** ***In completing this part, refer to the Essential Questions to check that learning has taken place.***  |
| ***Activity (15 minutes)*** 1.
 |
| **Reflection & Remarks** |
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