

SCIENCE SCHEME OF WORK FOR P.6 TERM ONE

LO: The learner acquires the skills of identifying the characteristics of different groups of animals and their survival features.

WK	PD	THEME	TOPIC	SUB TOPIC	COMPETTENCES		CONTENT	METHODS/TECH	IND. OF L/SKILLS & VALUES	ACTIVITY	IMS	REF	REM
					SUBJECT	**LANGUAGES**							
1	**1**	**The word of living things**	**Classification of animals**	**Classification of living things**	The learner: gives the x-tics of living things. gives the x-tics of non-living things. names the groups of living things.	The learner names groups of living things.	x-tics of living things. x-tics of non-living things. Groups of living things. Bacteria kingdom Protoctista kingdom Fungi kingdom Animal kingdom Plant kingdom	Observation Guided discussion and explanation	logical reasoning fluency	preparing a simple classification table	Chart showing classification	Comprehensive book page 2-3	
	2			**Classification of animals**	Mentions the groups of animals.	Names groups of animals. Tells stories about x-tics of living things.	Grouping animals x-tics of animals x-tics of vertebrates groups of vertebrates	Guided discussion and observation	Appreciation	writing words and sentences about vertebrat			

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					gives the x-tics of animals, vertebrates.		warm blooded cold blooded			es and invertebrates	Variety of animal in the environment		
	3			**Fish**	Gives characteristics of fish. Structure of a fish. functions of each part of a fish.	Draws and names the parts of a fish.	x-tics of fish. Structure of a fish. Functions of each part of a fish.	Guided discussion and explanation. Observation	asking questions analyzing statements	answering questions naming the parts. drawing			
	4			**Types of fish**	Mentions types of fish. Describes how fish feed and move.	Spells and pronounces the new words	Feeding and breathing mechanism of fish. Methods of preserving fish. Methods of conversing fish used of fish.	Explanation Question & answer Observation	accuracy			Comprehensive book 6 page 31.	
	5		**Classification of animals**	**Mammals**	Defines mammals Gives the x-tics of mammals. States groups of mammals. Mentions ways in which mammals protect themselves.	Names groups of mammals Tells x-tics of mammals.	Definition of mammals. x-tics of mammals. Groups of mammals. State ways in which mammals protect	Guided discussion and explanation	fluency	give the x-tics of mammal	Chart showing classification Variety of animal in environment	Fountain integrated primary science book 6 page 25.	
2	**1**			**Flying and egg**	Defines chiropteras.	Acts out a dialogue about chiropteras.	Definition of chiroptera	Guided discussion and	asking questions	definechiropteras and		Supplementary	

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				laying mammal.	Give examples of flying mammals. Defining monotremes. Give examples of egg laying mammals..	Gives examples of chiroptera.	Gives examples of flying mammals.	observation		monotremes.		standard book 8 page 136.	
	2			**Primates**	Defines primates. Gives examples of primates. State the x-tics of primates	Recites a rhyme about primates Gives examples of primates.	Definition of primates. Gives examples of primates. State the x-tics of primates	Guided discussion and observation	accuracy fluency asking question	define primates gives examples of primates		Comprehensive book 6 page 16-17	
	3			**Marsupials and marine mammal.**	Give the x-tics of marsupials and marine mammals. State examples.	marsupials. Mentions x-tics of marsupials. Gives examples of marsupials.	x-tics of marsupials and sea mammals. Examples of **Marsupials** Kangaroos, wallabies, Koalabear. **Sea mammals**. Whale, seal	Explanation Observation	analysing statements appreciations confidence	drawing and naming marsupials and sea mammal.		Comprehensive science book 6 page 20-21	
	4		**Classification of animals**	**Ungulates and carnivores.**	Defines ungulates. Gives examples of ungulates. Defines carnivorous animals.	Draws hoofed mammal and carnivores	Define ungulates Give examples hoofed mammals. Define carnivores animals.	Guided discussion and explanation	analysing statements appreciations confidence	defines ungulates and carnivores.	A chart showing structure of a bird.	Supplementary science book 6	

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					Gives examples of carnivores Defines ruminant		Gives examples of carnivores.				Real feathers Real eggs		
	5			**Gnawing herbivores and omnivores**	Defines gnawing herbivores and omnivores. Gives examples of each of the above.	Tells stories about gnawing mammals and omnivores.	Define gnawing mammals. Gives examples of rodents. Defines herbivores and omnivores. Gives examples of herbivores Importance of mammals.	Guided discussion and explanation	responsibility	states the x-tics of gnawing and herbivores.		Comprehensive primary science book 6 page 19.	
3	**1**			**Birds**	x-tics of birds structure of a bird. Types of feathers. Uses of feathers.	Names the parts structure of a bird. Names the types of feathers.	Learners: gives the x-tics of birds. Draw and name the parts of a bird. Mention the types of feathers. States the uses of feathers.	Guided discussion and explanation	fluency analysing statements	draw and name the parts of a bird.		Comprehensive book page 5.	
	2			**Reproduction and feeding habits of birds**	Draws and name the parts of an egg. Draws and names the	names the parts correctly.	Structure of an egg. Alimentary canal of a bird.	Observation Explanation	asking question acceptance	drawing naming the parts	Chart showing beaks and feet of birds.	Supplementary standard science book 8 page 131.	

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				(alimentary canal of a bird)	digestive system.								
	3		**BIRDS**	**Classification of birds. (birds of prey)**	Mentions the groups of birds. Gives the x-tics of birds of prey. States examples of bird of prey. Draws and names the beaks and feet of perching birds.	Spells and pronounces new word.	Birds are grouped according to their beaks, feet (claw) and the type of food they eat. **Groups of birds:** - birds of prey. - Perching birds. - Seratching birds. - Swimming birds. - Wading birds. - Flightless birds. - Climbing birds. - Scavenger birds.	Guided discussion and observation	asking questions	effective communication and critical thinking		Comprehensive book 6 page 10	
	4			**Perching birds**	x-tics of perching groups of perching birds seed eater nector suckers fruit eater	Names the x-tics of perching birds	x-tics of perching birds. Groups of perching birds. Beaks and feet of perching bird.	Guided discussion and observation	fluency accuracy	decision making		Comprehensive book 6 page 10-11	
	5			**Swimming and wading birds**	Gives the x-tics of swimming and wading. Gives examples of	swimming birds and wading birds.	x-tics of swimming and wading birds. They have webbed feet birds.	Guided discussion and observation	making question asking question	decision making	Chart showing differed reptiles	Comprehensive book 6 page 12-13.	

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					swimming and wading birds.		Flat beaks Wading birds They have long beaks to catch fish.						
4	**1**			**Scratching and climbing birds.**	Gives the x-tics of climbing and scratching. Mentions examples of each	Reads new words about scratching birds and climbing birds.	x-tics of climbing birds. Give examples of scratching and climbing birds. Examples of climbing birds:- parrots, wood peckers	Observation and explanation	analysing statements	critical thinking		Comprehensive primary science book 6 page 14.	
	2		**Birds**	**Flightless and scavenger birds**	Defines scavengers and flightless birds. Gives examples of each.	Writes stories about scavenger birds.	Flightless birds are birds that are unable to fly but can run very fast e.g ostrich, kiwi, penguin. Scavenger birds are birds that feed on flesh killed by other animals e.g Vulture, crows, marabou storks.	Observation Explanation	audibility	drawing and naming the foot and beak of 25 each.		Comprehensive primary science book 6 page 13.	
	3			**Adaptation of birds for flying and uses**	Gives ways in which birds are adapted to flying. States the uses of birds.	Recites the adaptation of birds to flying.	Ways in which birds are best suited (adapted) for flying. They have stream lined bodies. They have hollow bones.	Observation Explanation	taking a decision confidence	answering questions		Fountain integrate science book 6 page 24.	

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				of birds.	Dangers		They have good eye sight. Uses of birds.						
	4		**Reptiles**	**Characteristics and types of reptiles**	Mentions the x-tics of reptiles. Identifies the types of reptiles.	Reads spell and pronounces new words	x-tics of reptiles they are cold blooded. They breathe by means of lungs. They lay eggs with shell. They under go internal fertilization. Their bodies are covered with scales.	Observation Explanation	Expressing Acceptance Making question	answering questions	Chart showing snakes	Fountain integrate science book 6 page 13.	
	5		**Reptiles**	**Snakes**	Gives x-tics of snakes. Mentions the groups of snakes. Describes the first aid for a snake bite.	Writes the x-tics of snakes. Names the types of snake.	x-tics of snakes. They have no limbs. They have forked tongue which they use for smelling and touch. **Types of snakes.** - Poisonous snakes. - Non –poisonous - Constrictors First aid for snake bites.	Guided discussion and explanation	Taking decision Making choices	answer questions about snakes		Comprehensive primary science book 6 page 25-26.	
5	**1**			**Lizards Totoises and turtles**	Gives the x-tics of lizards, tortoises and turtles. Mentions examples of each.		x-tics of lizards. Examples of lizards are, Chameleon, geckloes, common lizards.	Guided discussion, observation and explanation	Logical thinking Caring	give the x-tics of lizards. draws different lizards		comprehensive book 6 page 27	

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					Draws different lizards.		x-tics of tortoises and turtles						
	2			**Crocodiles and alligators**	Gives the x-tics of crocodiles and alligators. States the importance of reptiles.		x-tics of crocodiles and alligators. They are the largest reptiles. They are very lazy. They have long strong jaws. Uses of reptiles. They are used as food. They attract tourists.	Guided discussion and explanation	Making decision	states the x-tics of crocodile and alligators. mentions the uses of reptiles.	Chart showing frogs and toad	Comprehensive book 6 page 28.	
	3		**Aphibians**	**Characteristics of amphibians**	Learner: Defines amphibians. Gives the x-tics of amphibians. States examples of amphibians States the differences between.	Draws some amphibians. Writes the x-tics of amphibians.	Amphibians live in water and on land. Examples of amphibians. x-tics of amphibian. States the differences between a frog and a toad.	Guided discussion and explanation	Taking decision Logical flow	drawing and answering questions		Comprehensive primary science book 6 page 28.	
	4			**Reproduction and life history of frogs**	Explains how amphibians reproduce. States ways how frogs breathe. Gives the importance of amphibians	Tells a story about the reproduction in amphibians.	Amphibians enlarge external fertilization. Frogs can breathe in three ways three ways. Through the lungs, lining of the mouth, moist skin.	Guided discussion Explanation and observation	Self awareness Logical reasoning	drawing and answering questions		Fountain integrate science book 6 page 16-16	

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							Hibernation during cold seasons amphibians fall asleep. Importances of amphibians						
	5		**Invertebrates**	**Classification of invertebrates (coelentrates)**	Defines invertebrates Gives the x-tics of invertebrates. States the groups of vertebrates. State the x-tics	Writes a poem about invertebrates. Gives the x-tics of invertebrates	Invertebrates are animals without backbone. They are further divided into the following: Coelentrates, Echinoderms, worms, molluscs, arthropods.	Guided discussion Explanation	Fluency Articulation	drawing and answering questions		Comprehensive primary science book 6 page 36.	
6	**1**		**Invertebrates**	**Worms**	Identifies the x-tics of worms. Gives the groups of worms. States examples of each.	Reads,pronounces and spells new words	These are thin long and soft bodied animals. They breathe through their moist skin. Groups of worms. Segmented worms. Round worms. Flat worms Examples of each Signs and symptoms of worm infestation.	Observation Explanation Question and answer	Fluency Accuracy	naming and drawing different worms.	Chart showing worms Chart showing molluscs	Comprehensive primary science book 6 page 38.	
	2			**Molluscs and echin**	Gives the x-tics of muluscs and echinoderms.	Gives examples of each.	Give the x-tics of molluscs.	Guided discussion and explanation	Articulation Audibility	drawing and naming examples of		Comprehensive primary	

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				oderms	States examples of each. Draws and names different examples of mulluscs and echinoderms.		Examples of molluscs: Snail slug, octopus squid etc.. X-tics of examples of echinoderms. Examples of echinoderms:- star fish, sea uchins, sponges		Logical flow of ideas	mullusces	Real mosquitoes and house flies	science book 6 page 42.	
	3			**Arthropods (asachnids)**	Defines arthropods Mentions the groups of arthropods. Gives the x-tics of arachnids.		Arthropods are invertebrates with jointed legs and segment bodies. Arthropods are:- divided into insects, arachnids, myriapods,	Guided discussion and explanation	Confidence	explanation question and answer drawing and naming different arachnids		Comprehensive primary science bk 6 page 40-42.	
	4		**Invertebrates**	**Insects**	Gives the x-tics of insects. Draws and names the parts of an insect. Gives the function of each part. States the values and disadvantages of insects.	Draws and names the parts of an insect.	x-tics of insects. They have three pairs of legs. They three main body parts. They breathe through spiracles. Structure of an insect. Values and disadvantages of insects.	Observation Explanation	Fluency Articulation	drawing naming the parts of an insects	Musical instruments	Comprehensive primary science book 6 page 42.	

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	5			**Complete and incomplete metamorphosis. (housefly)**	Defines complete and incomplete metamorphosis. Names the stages of incomplete metamorphosis States the stages of complete metamorphosis	Recites a poem about the life cycle of mosquitoes	Complete is the life cycle where insects go through four stages. Eggs – larva – pupa Adult e.g. houseflies, mosquitoes, butterfly, moth etc.. Incomplete when insects under three stages egg – nymph-adult.	Observation Explanation	Taking decision Caring Appreciation	drawing and answering questions	Radios and television	Comprehensive primary science book 6 page 44.	
7	**1**			**Mosquitoes**	Mentions the types of mosquitoes. Describes the life cycle of mosquitoes. States ways of controlling mosquitoes.	Tells ways of controlling mosquitoes	**Types of mosquitoes**. - Anopheles mosquitoes - Culex mosquitoes - Aedes/tiger mosquito Life mosquitoes Diseases spread by different mosquitoes. Ways of controlling mosquitoes	Observation Explanation	Confidence Logical reasoning	drawing and naming the parts.		Comprehensive primary science bk 6 page 45-46	
Learning outcomes: ***1. appreciate the natural and artificial sources of sound.*** ***2. acquires scientific knowledge on how sound is produced, stored and reproduced.*** ***3. appreciates the importance of the ear as the organ of perceiving sound.***													
	2	**Matter and energy**	**Sound energy**	**Sound and sources of**	Defines sound. Mentions the sources of sound.	Spells,pronounces,reads and writes	Definition of sound. Sources of sound. a) Natural sources b) Artificial sources	Guided discussion and explanation	Fluency Articulation	answering questions about sound.	Xylophones	Comprehensive primary	

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				sound.	Explains how sound is produced. Defines vibration.	new words about sound	how sound is produces. a) How do the following produce sound. Mammals, birds, insects eg. Mosquitoes, grass hopper.				A bow harp	scienc e book 6	
	3			**Musical instruments**	Mentions the groups of musical instruments. Gives examples of each group. Explains how they produce sound.	Says stories about different musical instruments.	They are grouped into three: a) tuberfiddle, harp, guitars. b) wind instrument. These are instrument that produce sound by vibration of the air inside. E.g. flute, pineapple, piano, percussion instrument e.g drum,	Observati on Explanati on	Audibilit y Accurac y Verbal	drawing and answeri ng question	Rattle s	Compr ehensi ve primar y scienc e book 6 page 60.	
	4		**Sound energy**	**Transmission of sound**	Explains how sound travels. Identifies the factors that affect the speed of sound.	Recites rhymes how sound travels.	Explains how sound travel in form of sound waves. Speed of sound. Factors affecting the speed of sound. Temperature, heat, wind, altitude.	Guided discussio n and explanati on	Fluency Articulati on	answer question s about the topic.		Compr ehensi ve book 6 page 62.	

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	5			**Pitch volume frequency and echoes of sound.**	Defines pitch, volume, echoes and frequency of sound. Gives the factors that affect the pitch of sound. States the uses of echoes.	Describes pitch, volume, frequency and echoes.	**Pitch** is the highness or lowness of sound.	Guided discussion and Explanation	Logical flow of ideas	answer questions		Comprehensive Primary Science book 6	
8	**1**		**Sound**	**Storage and Reproduction of sound**	States ways of storing sound. Mentions devices used to store. Identifies devices used to reproduce sound.	Writes ways of storing sound. Names the devices of reproducing sound	**Ways of storing sound.** - Writing in notation - Recording on magnetic discs. Devices used to store sound. - digital video discs. - computer diskettes. - video magnetic discs, etc.. Devices used to reproduce sound. - Video decks. - Phones	Explanation Observation	Fluency Articulation	state methods of storing sound. mention the devices of storing and reproducing sound.	Chart showing the structure of the ear	Comprehensive Primary science book 6	
	2	**HUMAN BODY**		**The Human Ear**	The human ear. Structure of the human ear.	Draws and names the parts of the human ear. Outlines the function of each part.	- Structure of the human ear. - Naming the parts of the human ear e.g. Pinna, ear drum, malleus, incus, stapes, Auditory canal, cochlea, Eustachian	Explanation Observation	Acceptance Making questions	draw and name the parts of the human ear.	Chart showing the structure of		

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					States the function of each part.	- diseases - care	tube, semi circular canal. Auditory nerves and their function.				the heart		
Learning outcomes: ***- The learner appreciates the importance of blood in the body.*** ***- The learner develops further understanding of how blood circulates in the body.***													
	3		**CIRCULATORY SYSTEM**	**The heart**	The learner: - Defines terms e.g. blood circulation, circulatory system.	-describes meanings of terms. - reads and spells new terms.	The heart. Defining terms: - blood circulation - circulatory system Structure of the heart	Discussion Explanation		defining terms.	Charts Models		
					- Draws and labels the functions of the parts of the heart.	- describes how the heart functions.	.How the heart function.			drawing and labeling the heart. explaining how its works.			
	4			**Blood vessels**	Defines the term blood vessels. Identifies the types of blood vessels.	Names the blood vessels.	Blood vessels These are tubes through which blood flows. Types of blood vessels. - Arteries - Veins Structure of each type	Observation Illustration	Fluency Articulation	defining blood vessels. identifying types of blood vessels.	Chalk board illustrations		

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					Draws the types of blood vessels. Differentiates arteries from veins.		Differentiates between arteries and veins			drawing the structures of blood vessels			
	5		**CIRCULATORY SYSTEM**	**Blood**	Defines the term blood. Identifies the components of blood. Draws the structure of each component. Mentions the function of the components. States the functions of blood in the body.	Reads words, sentences and stories about the composition and its function	**Blood** Red liquid that flows in the body of animals. **Composition of blood.** White blood cells Red blood cells Platelets Plasma (Function, characteristics and structure) Functions of blood.		Self appreciation	defines the term blood. states the important of blood. draws the components. states the functions of blood			
9	**1**			**Diseases and disorder of the**	Mentions and explains the diseases of the circulatory system.	Narrates stories about diseases and disorders of the circulatory system.	Diseases and disorders of circulatory system. **Diseases** - hypertensive	Discussion	Audibility Logical flow of ideas	mentions the diseases and disorders of the	Distillation apparatus		

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				circulatory system			- coronary heart diseases - heart strike - malaria, HIV/AIDS, leukemia, haemiphillia, sickle cells. **Disorders** - hole in the heart - colonythromblsis **Health habits** Balanced diets, body exercises, abstinence, avoid bad health habits.	Observation Explanation	Fluency Logical reasoning	circulatory system. identifies the ways of maintaining the circulatory system.			
	2			**Increasing the volume of blood in circulation**	Explains how one can increase the volume blood in circulation		Increasing the volume of blood in circulation. - Doing physical body exercises. - taking plenty of fluids - balanced diet.		Taking decision Confidence	explain how one can increase the volume of blood in circulation			
LO: ***The learner appreciates that smoking and drugs contain dangerous substances that are harmful to the body. Acquires appropriate life skills to safe guard against smoking alcoholism and drug abuse***													
	3		**ALCOHOL SMOKING**	**Alcohol and types of alcohol uses**	- Describes alcohol - Mentions the types of alcohol.	- describes alcohol - states the types of alcohol	**Definition of alcohol.** Types of alcohol - methanol alcohol - Ethanol alcohol **Uses of alcohol** - sterilisation of medical instruments.	Explanation	Acceptance Fluency Asking question	- defines alcohol - states the uses of alcohol	Distillation apparatus		

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			AND DRUGS IN SOCIETY	**of alcohol**	- States the uses of alcohol	- Names the uses of alcohol.	- manufacture of soap and medicine. - dissolve fasts and oils. - it is used to make gashol.			- identifies the types of alcohol			
	4		**ALCOHOL**	**Methods of making alcohol.**	States the methods of making alcohol. - defines fermentation - draws and names the distillation process	Describes the meaning of fermentation.	There are two ways of making alcohol. - Fermentation method - Distillation method Fermentation is the process of turning sugar and water into alcohol. - mentions examples of fermented alcohol. - malwa, kwete etc… - Draw and name the parts of distillation	Discussion Observation	Taking decision Making choice	states the methods of making alcohol. defines fermentation. draw and name distillation method.		Comprehensive book 6	
	5			**Reasons why people drink alcohol.**	States reason why peoples drink alcohol.	Acts out a dialogue about drinking alcohol.	There are many reasons why people drink alcohol. - To socialise with others. - Misconcept of forgetting. - To relax their brains.	Decision making	Caring Fluency	state reasons why people drink alcohol		Comprehensive Science book 6	

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							- For cultural functions - A way of passing time.						
10	**1**			**Alcoholism Effects of alcohol**	Defines alcoholism Defines alcoholic States the causes of alcoholism. States the effects of alcohol to an individual, family and community.	Writes short stories about - alcoholism - alcoholic	Define alcoholism. Explain alcoholic. States the causes of alcoholism. Effects of alcohol to an individual, family and community	Decision making Explanation and discussion	Logical reasoning Articulation	define alcoholism and alcoholic. state the causes of alcoholism state the effects of alcohol		Mk Integrated Science book 6	
	2		**ALCOHOL**	**Life skills of avoiding alcohol and Uganda laws on alcohol.**	States life skills of avoiding alcohol. Identifies the laws on alcohol.	Debates about the life skills of avoiding alcohol. Recites the Ugandan laws on alcohol.	Life skills. Never believe what people in pour in your community say about alcohol. Join groups whose members don't drink.	Guided discussion Explanation	Audibility	states the uganda law on alcohol			

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	3	**Human health**	**SMOKING**	**Methods of smoking**	Defines smoking States reasons why people smoke.	Reads and spells new words about smoking Writes reasons for smoking	Definition of smoking **Ways of smoking** sniffing chewing active smoking Reasons for smoking To pass time To feel warm To feel confident etc..	Guided discussion and explanation	Fluency Articulation	define smoking state the methods of smoking explain reasons why people smoke.	Marungi Mirra Cannaibis		
	4			**Effects of smoking**	States the effects of smoking to: an individual family community	Describes the effects of smoking to an individual, family and community.	**Effects of smoking to an individual**. - it leads to respiratory diseases. - it causes mouth and throat cancer. - effects of smoking to the family.	Explanation Discussion	Articulation				
	5			**Ways of avoiding smoking**	States ways of avoiding smoking.	Listens to the life skills of avoiding smoking.	Life skills. - keep away from people who smoke. - learn more facts about smoking. - destroy all things connected to smoking.	Explanation Guided discussion	Caring Negotiating	states the ways of avoiding smoking			
11	**1**		**DRUGS**	**Definition of terms**	Defines drugs. - mentions the types of drugs. - defines essential drugs.	Describes drugs. the types of drugs.	Drugs are chemical substances that affect the ways the body and mind work. Defines essential drugs, medicine, drug	Guided discussion and explanation	Accepting defeat Care	defining terms states the types of drugs.			

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					- defines drugs of dependency.	drugs of dependency.	dependence, drug abuse, drug prescription.						
	2			**Essential drugs**	Defines of essential drugs. States the qualities of essential drugs. Gives the characteristics of essential drugs.	Writes about essential drugs. the qualities and characteristic of essential drugs.	Essential drugs are drug that satisfy people health needs. - qualities of essential drugs. - must be affordable. - must be effective and safe. - should be accessible. Characteristics of drugs. - They have curative values. - They solve people's health needs. - They reduce signs and symptoms of the diseases.	Guided discussion Explanation	Fluency Articulation	they define essential drugs. state the essential drugs.			
	3			**Laboratory and Traditional drugs.**	States the x-tics of laboratory drugs. Gives examples of laboratory drugs.	Describes laboratory and traditional drugs.	**Laboratory drugs are drugs made in factories**. X-tics of laboratory - well packed Traditional drugs are drugs that are not made in factories.	Explanation Guided discussion	Logical reasoning	defines essential drugs. gives the x-tics of laboratory drug.			

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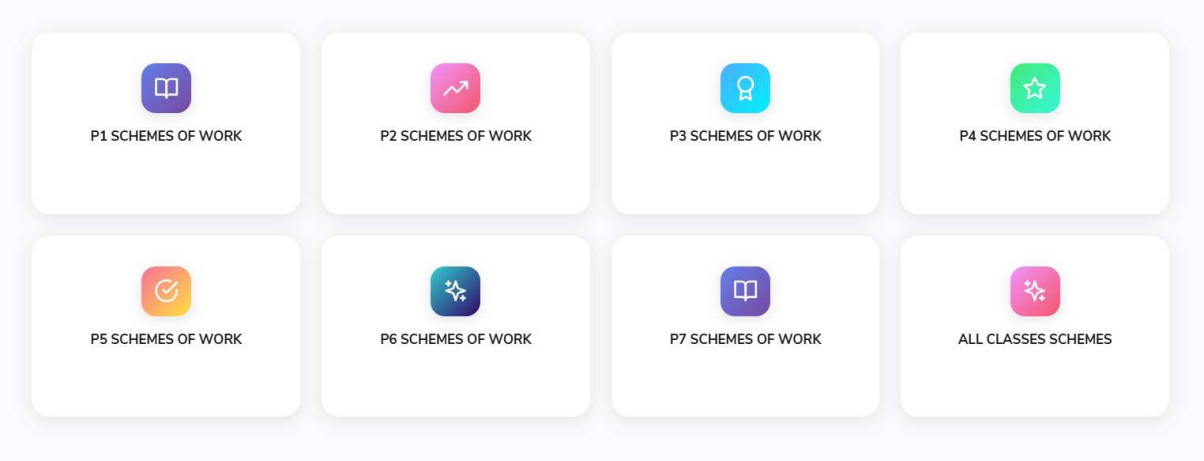
					Defines traditional drugs. States the x-tics of herbal drugs.								
	4		**DRUGS**	**Drug prescription**	Defines drug prescription. States the factors you consider when prescribing drugs. States the effects of under dose/overdose. Interprets of drug prescription.	Writes the drug prescription. the factors you consider when prescribing drugs.	**Drug prescription** This is the directions written by a doctor on how to use a drug. **Factors you consider when prescribing a drug.** - name of the drug. - disease- expiry - age - method of administration	Guided discussion Explanation	Fluency Articulation	defines prescription. state the factors you consider before drug prescription.			
	5			**Dangers of buying drugs on open market.**	States the dangers of buying drugs on open market. Identifies the storage of drugs.	Reads about the effects of buying essential drugs from an open market. Acts the storage of drugs.	- over dose - under dose - counter feit storage of drugs. - drugs should be well labelled. - drugs should be kept in a dry cool place.	Explanation Guided discussion	Logical flow of ideas	states the dangers of buying drugs on open market.			

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				Describe how drugs are stored.									
12	**1**			**Drugs of dependency.** **Effects of drugs of dependency.**	Defines of drug dependency. States the groups of drug dependency. States the effects of drugs of dependency.	Describes drugs of dependency. the groups of drug dependency. the effects of drugs of dependency.	**Drugs of dependency**. This is the situation when the body is addicted to the drugs.	Explanation Guided discussion	Fluency Logical flow of ideas	mentioning ways of avoiding drugs of dependency.			

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