

IMMACULATE CONCEPTION HIGH SCHOOL
 GRADE 10 HUMAN AND SOCIAL BIOLOGY TERM PLAN
 2021-2022
SUMMER TERM
APRIL 25-JUNE 24

		THEORY	LABS/QUIZ/TESTS
APRIL			
April 25 - 29	WEEK 1 3 Sessions	<p>SKELETAL SYSTEM</p> <p>Introduction to the skeletal system and explanation of group assignment on the skeletal system.</p>	<p>CW1 and CW2 (PowerPoint + presentation): Work in groups to create a powerpoint which you will use to present on one of the following sub-topics:</p> <ol style="list-style-type: none"> 1. Parts and functions of the skeletal system 2. Cartilage, tendons and ligaments 3. Movement and joints 4. Movement and the skeletal muscles 5. Movement and factors which affect the skeletal system. <p>SBA guidance (single sessions)</p>
MAY			
May 2 - 6	WEEK 2 3 Sessions	<p>SKELETAL SYSTEM</p> <ul style="list-style-type: none"> ▪ Define and state the general functions of the skeletal system. ▪ Identify major bones of skeletal system and state their functions. ▪ Differentiate between the axial and appendicular skeleton ▪ Relate the structure of the skeleton to its functions- movement, locomotion, 	<p>Group 1 presentation and clarification/ reiteration by teacher</p> <p>SBA guidance (single sessions)</p>

		<p>protection, support, breathing, production of blood cells, storage of minerals.</p> <ul style="list-style-type: none"> ▪ Relate the structure of a typical long bone to its functions- labeled diagram of long bone required (internal view). 	
May 9 - 13	WEEK 3 3 Sessions	<ul style="list-style-type: none"> ▪ Define bone, cartilage, tendons and ligaments ▪ State the function and characteristics of bones ▪ Explain why bone is a living tissue ▪ State the function and characteristics of cartilage ▪ Explain the importance of cartilage ▪ Distinguish between bone and cartilage in a table form. ▪ State the characteristics and functions of tendons ▪ State the characteristics and of ligaments. ▪ Distinguish between tendons and ligaments in table form. <hr/> <ul style="list-style-type: none"> ▪ Definition of the term joint and state their functions. ▪ Use a labeled picture to show the parts/structure of a joint ▪ List the types of joints- fixed joint, partially moveable joints, synovial, moveable joints (hinge joint, ball and socket joint) and outline their location, functions and characteristics. ▪ describe movement in the hinge <i>joint and</i> ball and 	<p>Group 2 and 3 presentations and clarification/ reiteration by teacher</p> <p>SBA guidance (single sessions)</p>

		socket joint in terms of flexion and extension.	
May 16 – 19	WEEK 4 3 sessions	<ul style="list-style-type: none"> ▪ Define muscle ▪ Describe the composition of muscles with the aid of a picture. ▪ Discuss the three types of muscles; include location and function of cardiac, skeletal and smooth muscles. ▪ identify the biceps and triceps of the upper arm;<i>Diagrams required;</i> ▪ Define points of origin of a muscle. ▪ Define point of insertion of a muscle. ▪ Use a picture to show the location of the point of origin and the point of insertion in the arm. ▪ Explain why muscles always work in pairs ▪ Explain what is meant by antagonistic pairs of muscle; include labeled diagram <hr/> <ul style="list-style-type: none"> ▪ Explain how skeletal muscles in the arm work to cause movement based on your knowledge antagonistic muscles. ▪ Explain the effect of exercise on skeletal system; include its effect on muscles tone. ▪ Define locomotion. ▪ Explain the importance of locomotion to man ▪ Discuss the factors which adversely affect the skeletal system- posture, poor foot-wear, obesity, 	<p>Group 4 and 5 presentation and clarification/ reiteration by teacher</p> <p>SBA guidance (single sessions).</p>

		unbalanced diet, lifting heavy objects.	
May 19 - 23	MID TERM BREAK Labour Day Holiday		Students will work on their SBA
May 24 - 27	WEEK 5 3 sessions	Clarification of difficult concepts relating to the skeletal system SBA guidance	CW 3 : MCQ quiz on skeletal system
JUNE			
May 30 - June 3	WEEK 6 3 sessions	EXCRETION AND HOMEOSTASIS <ul style="list-style-type: none"> ▪ Define excretion ▪ Discuss the importance of excretion in human beings. ▪ Explain the role of the skin, lungs and kidney in excretion and name the metabolic waste that they remove. 	Test on the skeletal system (double session)
June 6 - 10	Week 7 3 sessions	<ul style="list-style-type: none"> ▪ Relate the structure of the kidney to their function - Labeled internal structure of the kidney, renal vessels and nephron - Explain the process of urine formation in the nephron- ultrafiltration, selective reabsorption. 	CW 4: Drawing and annotation of the kidney and nephron
June 13 - 17	WEEK 8 3 sessions	<ul style="list-style-type: none"> - Explain the process of urine formation in the nephron- ultrafiltration, selective reabsorption (continued). - Composition of urine - Explain the process of renal dialysis. 	Homework: Revisit grade 9 notes on structure and functions of the skin and it's role in excretion

June 20 – July 1	WEEK 9 3 sessions	End of year examination week	
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