

Grade 10 Life Sciences Scope and Notes.

Strand 1: Life at Molecular, Cellular and Tissue Level (continued)

Topic 01: Plant and Animal Tissues (continued)

Animal Tissues

The Four basic types with some examples:

- epithelial;
- connective;
- muscle; and
- nerve tissues

The relationship between structure and function. (No detail required - some tissues, e.g., blood and nerves in the reflex arc, will be covered in more detail in relevant sections.)

Applications of Indigenous Knowledge Systems and Biotechnology

- traditional technology, e.g., traditional medicines and healers;
- medical biotechnology, e.g., immunity, vaccines, antibiotics and blood transfusions; and
- the cloning of plant and animal tissues and stem cell research (ethics and legislation).

Topic 2: Organs

Organs consist of a number of tissues. Leaf structure will be used as an example of an organ. Other organs will be dealt with in their relevant sections in life processes.

Leaf Structure

A cross-section of a dicotyledonous leaf to demonstrate and explain its structure in terms of its functions, i.e. photosynthesis, gas exchange and transport. Link this with plant tissues, appropriate cell organelles, movement across membranes and movement of molecules into, through and out of the leaf.

Strand 2: Life Processes in Plants and Animals

Learners explore the anatomy of plants and animals in respect of support and transport systems. In animals, the different support systems are compared, with a focus on the human support system and locomotion.

Topic 3: Support and Transport Systems in Plants

Anatomy of Dicotyledonous Plants (link to Grade 7)

- Root and stem: the distribution of different tissues;
- the structure of cells in different tissues ([link to plant tissues](#)).

Secondary growth ([link to cell division](#)); the annual rings in a tree trunk to assess age and to infer climate change.

Transpiration

The relationship between water loss and leaf structure ([link to Term 1](#)).

Factors that affect the rate of transpiration are:

- temperature;
- light intensity;
- wind;
- humidity.
- **Wilting and Guttation**
- the intake of water and minerals into the xylem in roots;
- the transport of water and minerals to leaves;
- The translocation of manufactured food from leaves to other parts of plant.

Life Sciences Scope Pgrade 10

**Judith Randel, Tony German with
Deborah Ewing**



Life Sciences Scope Pgrade 10:

Curriculum Development Bill Boyle, Marie Charles, 2016-06-20 Curriculum and curriculum issues are at the heart of current debates about schooling pedagogy and learning This book will enable practitioners scholars and academics to understand how to re design or to suggest changes to curriculum structure shape and content Grounded in theory and philosophy the book also offers practical help in grasping this controversial area Inside the authors provide practical planning templates support and provoke analysis discussion and experimentation include definitions of key terms and reflective questions incorporate practical examples and case material based on their work worldwide on curriculum design and evaluation

Research in Education ,1974 Resources in Education ,1988 **The Science Teacher** ,2008 SCC Library has 1964 cur The Reality of Aid 1998-1999 Judith Randel, Tony German with Deborah Ewing, 2013-11-05 NOW IN ITS SIXTH ANNUAL EDITION The Reality of Aid has for the first time analysed the fair share of bilateral aid for basic social services basic education basic health reproductive health nutrition clean water and sanitation that should come from each donor an analysis which shows only two donors meeting their fair share and the G7 nations Canada France Germany Italy Japan UK US falling behind by over US 5 billion This year and next The Reality of Aid focuses on basic education as a right and not a privilege and its role in development cooperation and poverty elimination A key feature of The Reality of Aid 1998 1999 is the ten chapters offering analysis of development cooperation from the perspective of southern NGOs Many of these focus on basic education and raise issues around transparency gender and civil society If policies were programmes and promises were dollars The Reality of Aid could report great progress on the road to eradicating global poverty this year But at a time when donors acknowledge that ending poverty is possible it seems that commitments are being offered instead of resources and real change From the Summary Part I presents a useful Summary highlighting the steps that donors could take now to make progress towards poverty eradication and reviews the trends in development cooperation debt relief measures targeted towards the new millennium and commitment to the goal of ensuring basic education for all Part II gives a full report on the overseas aid performance of OECD country aid donors and the European Union over the last year Part III sets out a Southern perspective on development cooperation Part IV provides at a glance comparisons of donors aid outlook and commitment to development cooperation in the 21st Century poverty eradication gender and public support Part V contains handy reference material Throughout the book information is presented in easily interpreted diagrams and graphs The Reality of Aid has established itself as a unique source of independent evaluation and comment on aid policies and development It is indispensable for all in the field whether in the official or voluntary sectors Indispensable it gives you most of the hard facts you need to know about the major issues New Internationalist The most comprehensive and rigorous independent analysis of the aid and development policies of the world s wealthiest nations Essential reading Charity World The Reality of Aid remains an essential purchase by the libraries of development institutions and an invaluable reference for

development practitioners Development Change A reliable watchdog for anyone interested in this important aspect of international relations ORBIT An accessible reference it encompasses many key issues and stimulates further research Commonwealth Comparative Politics Originally published in 1998 **Scott Foresman Science** ,2008 Science Curriculum Resource Handbook ,1992 **Science Scope** ,2003 **Holt Science: Teacher's edition** Joseph Abruscato,1989 **Illinois Chemistry Teacher** ,2007 *The Texas Outlook* ,1916 **A Guide to Curriculum Development in Science** ,1986 Designed to facilitate development of the local school district curriculum Provides guidelines for conducting a curriculum assessment State Curriculum Frameworks in Mathematics and Science Rolf K. Blank, Ellen M. Pechman,1995 A majority of states are now involved in developing revising and implementing state frameworks in mathematics science and other core subjects The Council of Chief State School Officers completed a one year study of 60 current state curriculum frameworks in mathematics and science The purposes of this study were to define and describe state mathematics and science curriculum frameworks evaluate the role of frameworks in systemic reform and assist states with development of new frameworks Chapters in this report reflect key aspects of the design of the study including 1 a survey of states to identify frameworks and collect information about state context 2 a content analysis of key elements of the frameworks using definitions and categories developed in the study and 3 a qualitative review of specific aspects of recent frameworks by teams of experts The value of frameworks is as follows one half of frameworks link content to teacher professional development frameworks can provide a rationale for use of technology and tools in classrooms frameworks can help explain an approach to systemic reform and frameworks can assist schools in evaluating curriculum organization and resources Appendices include Elements for Analyzing State Curriculum Frameworks Definitions of Categories and Concepts for Conceptual Mapping of State Frameworks Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science and Sample Vignettes Contains 34 references MKR *Social Science, Grades One, Two, Three, Four, Five, and Six, Elementary School* Denver Public Schools,1926 **Science 1989** Joe Abruscato, Joseph Abruscato,1989 **Macmillan/McGraw-Hill Science** ,2002 An activity based science program Social Science, Junior High School, Grades Seven, Eight and Nine Denver (Colo.) Board of education,1926 School Life ,1928 Science Instruction in the Middle and Secondary Schools Eugene L. Chiappetta, Thomas R. Koballa,2002 This science methods textbook is designed to prepare middle and high school science teachers to help students become scientifically and technologically literate by first helping them understand the elements of science reform and then supporting their efforts Features new to the fifth edition include Open cases and vignettes that illustrate how science teachers help students construct their own understanding Stop and Reflect exercises throughout each chapter to help readers contextualize and reflect upon what was read Expanded coverage of teaching students with special needs and equity in science teaching and learning Discussion of a variety of alternative and authentic assessment methods Discover Science: Teacher's annotated

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