



# **EDUCATION RESOURCE CENTRE**

**FEDERAL CAPITAL TERRITORY, ABUJA**

# **FCT SENIOR SECONDARY SCHOOL**

## **TEACHING SCHEMES**

**S S ONE (1)**

**2014 Edition**

# Table of Contents

Foreword-----

Acknowledgement-----

## Cross-Cutting Subjects

Civic Education-----

English Language-----

General Mathematics-----

One Trade Subject-----

## Senior Secondary (Science)

Agricultural Science-----

Biology-----

Chemistry-----

Computer Science-----

Further Mathematics-----

Health Education-----

Physical Education-----

Physics-----

## Senior Secondary (Technology)

Auto-Mechanics-----

Basic Electricity-----

Basic Electronics-----

Building Construction-----

Clothing and Textile-----

## Senior Secondary (Humanities)

Arabic Language-----

Christian Religious Studies-----

Economics-----

French-----

Geography-----

Government-----

Hausa Language-----

History-----

Igbo Language-----

Islamic Studies-----

Literature-in-English-----

Music-----

Visual Arts-----

Yoruba Language-----

## Senior Secondary (Business)

Commerce-----

Financial Accounting-----

Insurance-----

Office Practice-----

Store Management-----

Foods and Nutrition-----  
General Metal Work-----  
Home Management-----  
Technical Drawing-----  
Wood Work-----  
Data Processing-----  
Dying and Bleaching-----  
Machine Wood Work-----  
Marketing-----  
Photographic-----  
Salesmanship-----  
Tourism-----  
Radio, TV and Electrical work-----  
Auto Mechanic Work-----  
Upholstery-----  
Painting and Decoration-----  
Printing Craft-----  
GSM-----  
Refrigerator and Air Conditioning -----  
Animal Husbandry-----  
Furniture Making-----  
Book Keeping-----

## Trade Subjects

Block Laying, Brick laying and Concrete work  
Carpentry and Joinery-----  
Catering Craft-----  
Cosmetology-----  
Electrical Installation-----  
Fishery-----  
Garment Making-----

## ENGLISH STUDIES

### ENGLISH STUDIES SS 1 FIRST TERM

WEEK	UNIT	TOPIC	CONTENT	ACTIVITIES
1	Speech	Selected consonant sound <i>/j/, /z/, /ʒ/</i>	<i>/j/</i> view, yam, beauty <i>/z/</i> beds, goes, buzz <i>/ʒ/</i> vision, television occasion. Kitchen utensils, furniture, uncle, aunt, nephew, father-in-law.	<b>Teacher:</b> gives model pronunciation <b>Student:</b> repeat after the teacher. Use the words in sentence. Teacher: encourages students to name things and people found in their.
	Vocabulary	Vocabulary associated with home and family	Revision of common nouns Use of capital letters in proper nouns.	
	Structures	Nouns – Types of nouns	Short prose passage on home life.	
	Comprehension	Reading to comprehend main or story line.		
	Writing	Narrative composition	1. Topics a. My first day at school b. A day I will never forget. c. The day I met an AID patient. d. A kidnapping incident I witnessed. e. The day Chukwu was sentenced to prison for stealing a car. 2. Tense forms for	1. The teacher explains the narrative composition. 2. Focuses on choice of words and tense forms for narrative essays. 3. Explains the importance of well punctuated essays for effective communication. 4. Leads students to generate topic

			narrative essays. 3. Developing topic sentences. 4. Appropriate sentences. Types – simple, complex, and compound sentences	sentences for different paragraphs. 5. Leads the students to develop logical, flowing narratives.
2	Speech	/z/, /θ/	/z/ seen in words like – mother, brother, broader, weather, than /θ/ - thin, thick, author, bath, mouth, wealth, wreath, cloth.	1. Show pictures of some of the items and real objects as well as pronounce them 2. Use the words contextually in sentences e.g. a. He has a big brother b. Her mother is pretty. c. He has a big mouth. d. Ojo thinks of his parents all the time.
	Vocabulary Development	Vocabulary associated with Agriculture	1. <u>Crops</u> : grains, seeds, seedlings, tubers, cassava, onions etc. 2. <u>Farming activities</u> : bush-clearing, planting season, ridge making, staking, weeding, pruning, manure, fertilizer etc. 3. <u>Implements</u> : tractors, hoe, axe, cutlass, silo-barn, bull-dozer, harvester, wicker etc. 4. other related words bumper harvest, famine, crop-rotation, a good harvest, a bad harvest etc.	1. Teacher explains briefly the importance of farming while students listen and state importance of farming. 2. The teacher leads the students to identify common crops and words associated with using real objects, charts, diagrams. Students may also be taken on a visit to a farm. Students list crops they know and how they are planted. They identify some

				farming activities that they have taken part in or are familiar with. 3. The teacher using chart, leads students to identify farming implements. The teacher leads the students to identify other words related to crops and crop farming.
	Comprehension	Reading to comprehend main ideas or story line.	Use: 1. Short prose passages 2. Recorded, but short prose passages. 3. Short discussion on topical issues. 4. Dialogue to bring out main points/themes, key points in all of the above listening and discursion session. Use passages on: 1. Corruption 2. Environmental 3. Pollution 4. HIV/AIDS etc.	1. The teacher operates and directs the use of various aids. 2. Leads the students to recognize and identify the key/main points in the discourse. 3. Corrects students where necessary. Students participate actively in listening and discussions.
	Structure	Nouns	1. Revision of noun. 2. The definite article and its function with the noun. 3. Exception to the use of indefinite article with the noun. Note-use passages and sentences to revise nouns e.g. flu, malaria, cancer (no definite article)	Uses short passages to revise nouns. a. <u>Nigeria</u> is a big country b. <u>People</u> love to watch the game of football. c. <u>The boy</u> kicked the <u>ball</u> Students identify nouns in short

				passages and sentences.
	Writing	Writing for effective communication – revising continuous writing (in given length)	Expository composition reflecting current issues e.g. 1. Describe how external examinations are conducted in the country. This should not be more than 400 words. 2. Elections in the country- Nigeria. 3. Loss of lives through plane crash. 4. Excursion to Abuja. 5. Drugs Abuse 6. Corruption in the society.	1. The teacher explains expository composition while students listen. 2. Teachers focuses on choice of words and tenses and students pick relevant tenses for expository essays. 3. The teacher explains the importance of correct punctuation for effective communication. Students learn to punctuate a short passage. 4. Teacher leads the students to discuss and generate topic sentences for different paragraphs while students write a good essay.
	Vocabulary Development	Vocabulary associated with Fishing and Animal Husbandry- Fishing	1. Meaning of fishing. 2. Words associated with fishing-hook, fish-trap, line and sinker, fish pond, fish season, fish dam, fish equipment.	1. The teacher leads students to explain the meaning of fishing using diagrams, charts, and stories while students listen. 2. Teacher leads the students to identify words associated with fishing.

				<p>3. Explain meaning of selected words to students while students tell the meaning of some words listed on the diagrams.</p> <p>4. Teacher makes sentences with some words and examples for students to emulate.</p> <p>5. Students make sentences with selected words by the teacher.</p>
3	Speech	Consonants followed by /w/	Words like twist, sweep, sweat, twig, twine	<p>1. Teacher shows strips of cardboard with pre written words showing the sound.</p> <p>2. Teacher pronounces them and uses them in sentences. Students imitate the teacher's pronunciation.</p> <p>3. Writes the sentences on the chalkboard.</p> <p>4. Students make sentences with the words on the chalkboard</p>
	Structure	Noun Phrases	<p>The use of noun plus the definite article as <u>the noun phrase</u>.</p> <p>The use noun plus an indefinite article as the noun phrase.</p>	<p>Teacher uses short passages and sentences to revise and teach noun phrases e.g.</p> <p>a. <u>The game</u> was watched by a great crowd.</p> <p>b. <u>The boy</u> kicked</p>



				<p><u>the ball</u> Students identify noun phrases in the sentences. Note- “A boy” in <u>A boy</u> is here to see you. – is a noun phrase as well</p>
	Comprehension	Reading to comprehend supporting details	<p>Use: 1. Tape recorded passages 2. Short prose passages. 3. Newspaper/magazine clippings 4. Students reading texts.</p>	<p>Teacher explains to the students the points that are supporting main points. Students listen attentively and participate actively in the exercises. Students identify supporting details in the passages. Use dictionary where necessary.</p>
	Writing	Mechanics in writing i.e. paragraphing, punctuation spelling.	<p>1. Paragraphing define. 2. Punctuation – full stop, comma, Question mark. 3. Spelling – words familiar to students e.g. desk, pencil, hoe, farm, water, food, foot, chicken, goat. 4. Doubling of consonants – spelling, befitting, beginning, announce, occasion, pudding</p>	<p>1. Teacher defines paragraphing students listen attentively. 2. Teacher uses a short passage for full stop and comma exercises. Students insert question marks appropriately in questions with a short passage. 3. Exercises on spellings.</p>
4	Speech	Consonants followed by /j/	<p>Words such as curious, cure endure, human, humour, future a. He is a curious boy b. Should endure the</p>	<p>1. Shows strips of cardboard with pre-written words showing the sound. 2. pronounce them correctly and use</p>

			pain	them in sentences. 3. Students repeat after the teacher.
	Summary	Introduction to summary through identifying key words.	<ol style="list-style-type: none"> <li>1. Key words that aid summary of speeches lectures. <ol style="list-style-type: none"> <li>a. in addition.</li> <li>b. as well as</li> <li>c. first; second; third etc</li> <li>d. also</li> <li>e. furthermore</li> <li>f. despite etc.</li> </ol> </li> <li>2. Passages, speeches on current issues in which these words can be found e.g. <ol style="list-style-type: none"> <li>a. Right to peaceful association</li> <li>b. Right of a child</li> <li>c. security issues in Nigeria</li> <li>d. Service</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher presents the speech. Lecture or passage to the pupils.</li> <li>2. Explains the significance of the words group of words in summarizing materials. The Students list the relevant words as identified from the presentation and list the key words already identified.</li> <li>3. Teacher leads students to identify the relevant topic sentences signalled by these words. Students also make a summary of the presentation by putting the sentences together.</li> </ol>
	Structure	Countable and uncountable nouns	<ol style="list-style-type: none"> <li>1. Revision of lesson on nouns</li> <li>2. Explanation of countable and uncountable nouns</li> <li>3. Nouns are both countable and uncountable depending on the structure e.g. water – a cup of water, sugar – two cubs of sugar.</li> <li>4. Uncountable nouns that are used in</li> </ol>	<ol style="list-style-type: none"> <li>1. Selected sentences and passages from students' texts, newspapers and magazine clippings.</li> <li>2. Use these to teach the various aspects under content.</li> <li>3. Students ask questions for clarity of points and write ten nouns that</li> </ol>

			singular forms e.g. news, advice, trousers, scissors, binoculars, information.	could be used both as countable and uncountables sentences. Students pick out countable and uncountable nouns from a given passage.
	Writing	Popular articles for various reading audiences	<ol style="list-style-type: none"> <li>1. A list of features of typical newspaper article differentiating them from features of a letter or a speech.</li> <li>2. Articles on issues of current interest like <ol style="list-style-type: none"> <li>a. Bribery of public officers</li> <li>b. Fraudulent acquisition of properties.</li> <li>c. The importance of good quality life.</li> </ol> </li> </ol>	The teacher leads students to list the feature of a newspaper article. He/she displays a sample article. Teacher leads students to discuss feature including language and style. Students write a short article for the school magazine. They identify/list differences between an article and a speech or letter.
5	Speech	Syllabic Consonants /l/	<ol style="list-style-type: none"> <li>1. Syllabic in words such as little, bottle, kettle, rattle, novel, simple. <ol style="list-style-type: none"> <li>a. Little by little says a thoughtful boy.</li> <li>b. The bottle is on the table.</li> <li>c. The novel is interesting.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Pronounces the words with syllabic / l /</li> <li>2. Teacher uses them in sentences.</li> <li>3. Uses flash cards and real objects to drill the students.</li> <li>4. The students imitate the teacher's pronunciation, repeating the sentences. Note. Use flash cards or real objects.</li> </ol>

	Comprehension	Reading to comprehend main ideas or story line.	<ol style="list-style-type: none"> <li>1. Use short prose passage</li> <li>2. Literature text.</li> <li>3. Recorded short passages.</li> <li>4. Short discussion on topical issues</li> </ol>	<ol style="list-style-type: none"> <li>1. Students participate actively in the discussions.</li> <li>2. Teacher corrects students where necessary.</li> </ol> <p>Note:</p> <ol style="list-style-type: none"> <li>a) use tape recorded materials/prose</li> <li>b) Short passages</li> <li>c) Picture charts.</li> </ol>
	Structure	Introducing nominalization of objectives and verbs	<ol style="list-style-type: none"> <li>1. Process of nominalization</li> <li>2. Functions of nominalized words.</li> <li>3. Form classes (parts of speech) to be nominalized e.g. adjectives <ol style="list-style-type: none"> <li>a. wise – wisdom</li> <li>white – witness</li> <li>long – length</li> <li>strong – strength</li> </ol> </li> <li>Verbs – conquer – conquest</li> <li>Dance – Dancing</li> <li>Write – The writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Explains the process of nominalization.</li> <li>2. Teaches the nominalized words.</li> <li>3, Makes a list of words and nominalized words.</li> <li>4. Use them in contextual sentences.</li> <li>5. Students build the table of objectives and verbs and nominalize them.</li> </ol> <p>Note:</p> <p>Materials includes:</p> <ol style="list-style-type: none"> <li>a. list of selected words</li> <li>students text</li> <li>3. Dictionary.</li> </ol>
	Summary	Introduction to summary continued. Listening attentively to follow directions effectively	<p>The teacher presents words that indicate direction.</p> <ol style="list-style-type: none"> <li>1. Left turn</li> <li>2. right turn</li> <li>3. straight ahead</li> <li>4. round about</li> <li>5. specific sign posts</li> <li>6. land marks (buildings, trees)</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher presents a list for students to follow.</li> <li>2. Presents them in the context of the passage</li> <li>3. leads the students to follow the directions</li> <li>4. Leads students</li> </ol>

				to identify the key directional terms 5. Leads students to describe to other students how to get to given destinations e.g. their Mosque, Church, Market, Stadium etc. Students are presented with speeches/passages containing directions for identification of directional terms/list marks and sign posts.
6	Speech	Syllabic consonants /n/	Syllabic /n/ in such words as soften, sudden, ripen, certain a. There was a <u>sudden</u> knock on the door b. It is <u>certain</u> that she will visit.	1. Teacher pronounces words with syllabic /n/ 2. Use them in sentences 3. Uses flash cards and real objects to drill the students in the pronunciations. 4. Students imitate the teacher's pronunciations, repeating the sentences
	Structure	Pronoun	1. Features The relative pronouns are – whom, whose, which, that, who 2. Functions a. who, whose, whom are used for human beings. b. which and that are used to describe inanimate objects and	1. Teacher explains the features of a relative pronoun. 2. Leads students in explaining their functions and positions in sentences. 3. Identify them in sentences. 4. Use relative

			<p>animals. However, that can also be used for a person.</p> <p>c. position</p> <p>Relative pronouns are placed close to the words to which they relate. They take the place of a noun and also join two parts of a sentence.</p>	<p>pronoun in sentences.</p> <p>Note: Materials for use here include real objects, sentence strips and passages.</p>
	Writing	Letter writing Informal letter	<ol style="list-style-type: none"> <li>1. Meaning of an informal letter</li> <li>2. Format <ol style="list-style-type: none"> <li>a. address</li> <li>b. salutation</li> <li>c. body</li> <li>d. closing (subscript)</li> </ol> </li> <li>3. Language and tone of an informal letter (relaxed, flexible, not many rules, slang used, and colloquial usages)</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains what an informal letter is.</li> <li>2. Teacher displays an informal letter sample.</li> <li>3. Teacher calls students attention to address, date, salutation</li> <li>4. Body</li> <li>5. Teacher leads students to closing statements.</li> <li>6. Students participate actively</li> <li>7. Students write their own closing to the informal letter.</li> </ol>
	Vocabulary Development	Words associated with animal husbandry.	<ol style="list-style-type: none"> <li>1. The meaning of animal husbandry</li> <li>2. Meaning of poultry and piggery</li> <li>3. Words associated with dairy farming – open cages milking time, chicken disease, Vet. Doctor, farm hand, rooster, day and chicks, broiler, fresh milk.</li> <li>4. Other related words cattle, ranch,</li> </ol>	<ol style="list-style-type: none"> <li>1. Take students on a visit to a dairy farm</li> <li>2. Get the farm hands in the farm to supply the words for some of the equipment and activities.</li> <li>3. Students list the equipment</li> <li>4. Listen and write the names of activities on the</li> </ol>

			herdsmen, poultry etc	farm, also write the products of animal husbandry Note: Aids includes – charts, diagrams, dairy farm, selecte reading text.
7	Speech	Words of two syllables stressed on the 2 <sup>nd</sup> syllable	1. Words of two syllables with stress on the 2 <sup>nd</sup> syllable. 2. Words such as enjoy, impound, engulf, inform, incite, employ, invite, welcome, excite, divide etc.	1. Teacher: pronounces words, uses them in correct contextual sentences e.g. a) We enjoy listening to Mr. Fisher. b) I will invite all my classmates. c). It is not good to incite people against others. 2. Teacher uses – cardboards, strips containing words and sentences, picture chart. 3. Students repeat after the teacher the words stressed on the 2 <sup>nd</sup> syllable 4. Students show correct stress on the words.
	Structure	Possessive Pronoun	1. Features. The possessive pronouns are His, Mine, Hers, Theirs, Ours, Its, Yours 2. Functions: They replace nouns (human beings) 'Its' replace an animate thing or animal. 3. position – at the	1. Teacher explains possessive pronoun. 2. Leads students in explaining their functions and positions. 3. Guides students to identify possessive pronoun in sentences.

			beginning of a sentence or at the end.	<ol style="list-style-type: none"> <li>4. Leads students to make sentences with them.</li> <li>5. Students use these pronouns in sentences of their own.</li> <li>6. Teacher uses sentence strips and real objects.</li> </ol>
	Comprehension	Reading to comprehend word meaning through context	<p>Use</p> <ol style="list-style-type: none"> <li>1. Dictionary for initial word meaning and other levels meaning of some words.</li> <li>2. selected passage to identify certain words and other contextual meanings</li> <li>3. Newspaper and magazine clippings with certain words underlined for identification of contextual usage.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains contextual word meaning as approach to surface or dictionary meaning.</li> <li>2. Express illustrate the explanation practically in a text or sentences.</li> <li>3. Students listen attentively using passages for their differences.</li> <li>4. Uses various materials such as recorded text. Student's text etc. Newspaper clippings, Dictionary.</li> </ol>
	Summary	Reading to assign a title or heading relevant to context.	<ol style="list-style-type: none"> <li>1. Selected prose passages on tropical or current issues e.g. patriotism, kidnapping, corruption.</li> <li>2. Recorded passages of suitable levels in either narrative or descriptive form</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains what summary is – reduction of original prose work.</li> <li>2. Teacher revises with students the work on main and supporting ideas.</li> <li>3. Students recall how to identify main and supporting details.</li> <li>4. Teacher assigns</li> </ol>



				<p>title and students do same in similar ways at paragraphs levels.</p> <p>5. Teacher emphasizes on props such as – for example, further more similarly, first, second.</p> <p>6. Tapes, student’s texts, chalkboard are used.</p>
8	Speech	Words of two syllables with stress on the 2 <sup>nd</sup> syllable continued.	<p>1. Words of two syllabus with stress on the second syllable.</p> <p>2. Words such as enjoy, impound, engulf, inform, invite, incite, endure, ensure, belong, extend, backbite, resolve, device, locate</p>	<p>1. Pronounce them correctly while students repeat.</p> <p>2. Teacher uses them in correct contextual sentences. E.g.</p> <p>a) We enjoy listening to our teacher</p> <p>b) I will invite all my classmates.</p> <p>c) It is not good to incite people against others.</p> <p>Use chalkboard, cardboard, picture, chart, strips containing words.</p>
	Vocabulary Development	Words associated with Religion – Traditional Religion	1. The definition of traditional religion – shrine, cult, diviner, oracle, divination, charm, amulet, sacrifice, ritual etc.	<p>1. Teacher expresses traditional religion to students</p> <p>2. Teacher assists all students to list words associated with traditional religion.</p> <p>3. Students read out a passage reflecting traditional</p>

				<p>religion practices.</p> <p>4. Students write their observations on the words e.g. shrine, amulet, sacrifice.</p> <p>Use real objects, charts, drawings, a visit to shrine.</p>
	Structure	Regular and Irregular Verbs	<p>1. Revision of previous lesson on verbs</p> <p>2. What are regular/irregular verbs</p> <p>3. The four forms of irregular verbs.</p> <p>4. Selected sentences for identifying the verbs under study.</p>	<p>1. Revise with the students the previous lesson on verbs</p> <p>2. Teacher explains step by step what is contained in the content.</p> <p>Use the dictionary, students' texts, printed list of regular/irregular verbs.</p>
	Reading Comprehension	Reading to make notes	<p>Use the following:-</p> <p>1. Clippings from newspapers, magazines</p> <p>2. Students texts</p> <p>3. Taped materials on:</p> <p>a) Honestly as a guiding principle</p> <p>b) Dignity in labour</p> <p>c) Exam malpractice</p> <p>d) Injustice.</p>	<p>1. Teacher teaches pupils the need for note taking from reading or listening session.</p> <p>2. Skills such as</p> <p>a) listening</p> <p>b) reading with concentration</p> <p>c) identifying key words</p> <p>d) Identifying main, secondary points</p> <p>e) Students apply the skills under the guidance of the teacher.</p>
9	Speech	Listening to tell the meaning of words in context	<p>1. A listening selection</p> <p>a) passage</p> <p>b) story</p>	<p>1. Teacher reads selected passages to the students while they listen.</p>

			<p>c) poem d) drama</p> <p>2. Select current national issues e.g.</p> <p>a) The Nigerian Constitution b) Duties of a Citizen c) Self control</p>	<p>2. Students list important words they hear.</p> <p>3. Teacher leads students to explain the words in context.</p> <p>Use interesting passages, stories, poems, word cards, sentence strips.</p>
	Structure	Complex Tense Forms	<p>1. Simple tense I come, you come, he/she comes, we come.</p> <p>2. More complex forms as in – I am coming I have come I have been coming I may have been deceived.</p> <p>3. use more examples for understanding</p>	<p>1. Reverse previous lesson on verbs e.g.</p> <p>- continuous tense – verb + ing - simple present – verb + s</p> <p>2. Teacher goes through other forms</p> <p>a. Have +v + en b. Be verb + en c. Be + verb + ing d. Going to + verb e. Shell + verb</p> <p>3. Creates activities and games</p>
	Continuous Writing	Descriptive Essay/Composition	<p>1. Descriptive composition using various topics –</p> <p>a. My school b. The petrol station in times of fuel scarcity c. The Principals house d. A fire incident in my street e. The aftermath of students' riot in a school/town f. A funeral ceremony g. A flood disaster caused by blocked drains etc.</p>	<p>1. Teacher identifies appropriate topics.</p> <p>2. Discusses the appropriate kinds of words and sentences.</p> <p>3. Using a paragraph, discusses the punctuation for descriptive writing.</p> <p>4. Teacher leads students to analyse the sample paragraph for all the characteristics</p>

			<p>2. Tense forms (present, past) necessary for descriptive essay.</p> <p>3. Sample paragraphs on descriptive essay.</p> <p>4. Short well punctuated sentences.</p> <p>5. Choice of words – adjs, verbs</p>	<p>of a descriptive essay.</p> <p>5. Students develop a descriptive paragraph following the teacher's prompting.</p>
	Comprehension	Reading to identify writers mood, tone and purpose.	<p>Use selected passages from</p> <ol style="list-style-type: none"> <li>1. Students' text</li> <li>2. Newspaper</li> <li>3. Radio/TV extracts</li> <li>4. Recorded materials</li> <li>5. Questions based on the selected materials for identification of mood, tone, purpose and meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains what purpose; tone, mood are. Use the dictionary for definitions.</li> <li>2. Through actions mood affects tone and tone affects meaning and purpose. Use dictionary, selected prose, passages, recorded tapes and chalkboard.</li> </ol>
10	Speech	Consonant sounds followed by k + w	<p>Words such as: Quench, quiet, quarter, equality, quality, question, equal. E.g.</p> <ol style="list-style-type: none"> <li>a) Everybody was quiet because of no noise sign.</li> <li>b) He has the answer to the question.</li> <li>c) My friend lives in the junior staff quarters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pronounces words correctly.</li> <li>2. Uses them in contextual sentences.</li> <li>3. Demonstrates some of the words</li> <li>4. Students imitate the teacher's pronunciation.</li> <li>5. Students read through the sentences. Use chalkboard, flash cards, picture, charts.</li> </ol>
	Structure	Demonstrative	1. Features:	1. The teacher

		Pronouns	<p>The demonstrative pronouns are that, those, these, this.</p> <p>2. Functions: They function by replacing nouns. The nouns can be living or non living things.</p> <p>3. Position: They can start a sentence or end it. They can appear in the middle of a sentence. E.g.</p> <p>a. This is unacceptable. b. He prefers those. c. These belong to the school. d. The school bought that for use at the sent forth ceremony.</p>	<p>explains demonstrative pronoun.</p> <p>2. Teacher leads students to explain their functions and positions.</p> <p>3. Students use them in sentences of their own. The teacher uses flash cards, sentence strips, chalkboard and real objects.</p>
	Vocabulary Development	Words associated with Religion	<p>1. The definition of Islam and Christian religion.</p> <p>2. Words associated with Islam and Christaian religion – The Glorious Qur’an, Holy Bible, One God, Clergy, Sheik, Pope, Bishop, Mallam, Catechist, Pew, Aisle, Monk, Num, Holy Communion, Deacon, Pastor, Ustaz, Reverend Father, Elder, Evangelist, Repentance, Prayer, Fasting, Convert, Deaconess etc.</p>	<p>1. The teacher speaks about religion</p> <p>2. Supplies some words associated with religion Islam and Christianity.</p> <p>3. Students list more words</p> <p>4. Teacher reads a passage on Islam and Christianity to the students</p> <p>5. Teacher leads students to visit Mosque and a Church.</p> <p>6. Make sentences with these words. Use The Glorious Qur’an and the Bible, real objects, pictures, charts,</p>

				diagram, sentence strips.
	Continuous Writing	Formal Letter	<ol style="list-style-type: none"> <li>1. Meaning of an informal letter.</li> <li>2. Format <ol style="list-style-type: none"> <li>a. address and date</li> <li>b. salutation</li> <li>c. body</li> <li>d. closing (subscript).</li> </ol> </li> <li>3. Language tone of a formal letter, formal respectful, no colloquial language, no slangs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains what is formal letter is.</li> <li>2. Teacher displays a formal letter sample</li> <li>3. Call students' attention to address, date, salutation.</li> <li>4. Body.</li> <li>5. Teacher leads students to closing statements.</li> <li>6. Students write their own closing to the formal letter. Use textbooks, charts, sample of letters (formal)</li> </ol>
11	Speech	Listening to identify a Speakers style	<ol style="list-style-type: none"> <li>1. Listening to selections of different styles.</li> <li>2. Expository materials</li> <li>3. Narrative materials</li> <li>4. Descriptive materials</li> <li>5. Argumentative materials</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads students to appropriate different styles.</li> <li>2. Teacher leads students to identify characteristics of the different styles.</li> <li>3. Ask questions on style.</li> <li>4. Teacher leads students to develop paragraphs in different materials Use materials on issues of current interest.</li> </ol>
	Continuous Writing	Semi Formal Letter	<ol style="list-style-type: none"> <li>1. The meaning of semi formal letter.</li> <li>2. The format of a semi formal letter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains semi formal letter.</li> <li>2. Displays sample of semi formal</li> </ol>

			<ul style="list-style-type: none"> <li>a. address, date</li> <li>b. salutation</li> <li>c. heading</li> <li>d. body.</li> <li>e. closing</li> </ul> <p>3. Language and tone semi formal</p> <p>4. The differences between informal/semi formal letter.</p> <p>5. The person we write semi formal letter to.</p>	<p>letter.</p> <p>3. Calls students attention to the characteristics of formal letter.</p> <p>4. Examines the body and language of semi formal letter.</p> <p>5. Leads students to examine the complimentary close and the signature as used in semi formal letter.</p> <p>Use chart, class text, sample letter.</p>
	Structure	Differences between a phrase and a clause	<ul style="list-style-type: none"> <li>1. Definition of a phrase.</li> <li>2. Definition of a clause.</li> <li>3. Differences between a phrase and a clause.</li> <li>4. Sentences indicating phrases e.g. The book, around the Church, at the market.</li> <li>5. Sentences indicating clauses e.g. The students were punished - because they came late - I could not locate the street. - He arrived.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher defines phrase and clause.</li> <li>2. The teacher lists the differences between a phrase and a clause.</li> <li>3. Sample sentences are presented by the teacher in phrases and clauses.</li> <li>4. Students listen attentively and participate in writing sample phrases and clauses.</li> </ul> <p>Use the dictionary, chalk board, flash cards, strips of sentences.</p>
	Summary	Writing a summary of a passage in a specified number of sentences	<ul style="list-style-type: none"> <li>1. Definition of a summary.</li> <li>2. Listed characteristics of a summary.</li> </ul>	<ul style="list-style-type: none"> <li>1. The teacher defines a summary.</li> <li>2. Gives the characteristics of a summary.</li> </ul>

			3. Sentences as sample of summarized paragraphs. 4. Keywords in summary, first, second, furthermore.	3. Gives sample sentences of summarized paragraphs. 4. Strips of summaries of passages.
12	Revision	Revision of consonant sounds, Revision of nouns types. Revision of paragraphing, comma, spelling. Revision on summary	1. A list of consonants on a chart. 2. Noun listed on a board. 3. Definition of paragraph, comma. 4. Sample paragraph and punctuated passage using comma. 5. Definition of a summary.	1. Teacher lists consonants on the chalk board. 2. List nouns in a chart. 3. Presents the definition of paragraph and comma. 4. Teacher gives a sample paragraph and a punctuated passage. 5. Teacher leads the students to punctuate a short passage. Use students text, chalk board, summary, flash cards for punctuation marks.
13	Revision	Revision	Revision	Revision
14	Examination	Examination	Examination	Examination

**ENGLISH LANGUAGE  
SS 1 SECOND TERM**

WEEK	UNIT	TOPIC	CONTENT	ACTIVITIES
1	Speech	Words of three syllables, stressed on the second syllable	1. Words of three syllables, stressed on the 2 <sup>nd</sup> syllable  2. Words such as academy, frustration	1. Pronounce the words correctly 2. Teacher uses them in contextual sentences e.g. a. I own a soccer academy



			construction, collation, badminton, starvation, addition, convulsion, conversion, depletion	b. The frustration in the job is too much c. The people in overalls are construction workers d. She is at the venue for collation of results etc.
	Structure	Phrases – Types	<p>1. Definition of a phrase - a group of words that do not contain a finite verb; it cannot stand on its own to make meaning</p> <p>2. List of types of phrases - Noun Ph - Adverbial Ph - Adjectival Ph - Prepositional Ph</p> <p>3. Examples of these phrases Noun Ph – The book, a clever boy, a school Adv Ph – quickly, stoutly built Adj Ph – beautiful house - Clever boy - Pre Ph – at the door, beside the river</p>	<p>1. Defines the phrase</p> <p>2. Lists different phrases with examples</p> <p>3. Students participate actively</p> <p>4. Students give their own examples of these phrases</p>
	Comprehension	Reading to answer questions	<p>1. An appropriate passage</p> <p>2. A list of key words</p> <p>3. Sample sentences</p> <p>4. Sample questions</p> <p>5. Sample answers</p> <p>6. The use of dictionary to define these words</p>	<p>1. Teacher selects appropriate passage</p> <p>2. Lists key words</p> <p>3. Teacher leads students to locate these words in the dictionary</p> <p>4. Writes sample sentences/questions</p> <p>5. Writes sample answer for students to learn</p>

	Continuous writing	Debates	<ol style="list-style-type: none"> <li>1. Definition of a debate</li> <li>2. A sample topic(s) as selected by the teacher e.g. 1. Science has done more Harm than Good to Nigerian society.</li> <li>2. Farmer is better than a Teacher in our Society.</li> <li>3. Boarding school is better than a Day school etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher selects appropriate title/topic for debate</li> <li>2. Teacher leads students to give points for and against a topic</li> <li>3. Students participate actively</li> <li>4. Students write points for a month topic proposing or opposing the topic</li> </ol>
2	Speech	Words of three syllables, stressed on the 1 <sup>st</sup> or 2 <sup>nd</sup> syllable	<ol style="list-style-type: none"> <li>1. Words of three syllables, stressed on the 1<sup>st</sup> or 2<sup>nd</sup> syllable</li> <li>2. Words such as 'concubine, 'rhetorics, 'beautiful, proportion acceptance'  2<sup>nd</sup> syllable stress – condition, reality, engagement, resumption</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher pronounce the words correctly</li> <li>2. Teacher uses them in contextual sentences e.g. a. The man has many concubines b. These are all rhetorics c. His silence meant acceptance of what you said 2<sup>nd</sup> syllable stress e.g. a. No condition is permanent b. No resumption date has been fixed for the students.</li> </ol>
	Vocabulary Devt.	Words associated with Religion – Islam	<ol style="list-style-type: none"> <li>1. Islamic religion defined</li> <li>2. Words associated with Islamic religion (Koran, mosque, hajj, pilgrimage, ablution, jumaat, Sheik, Ummra, hadith, sunnaanbiya (prophet) Quliya (saint) Muslim festival – saleh, idel</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains Islamic religion</li> <li>2. Teacher lists some words associated with the religion</li> <li>3. Teacher asks students to list other words</li> <li>4. Makes sample sentences with the listed words</li> <li>5. Students participate actively</li> </ol>

			Maulud, id el kabir, id el fitri, others – kettle, praying mat etc.	
	Structure	Introduction to phrasal verbs I	Explain the process of this relationship a. Come + across, away, in by forward, off, out, up, round, to, on, through b. Go + back, down, after, through, under, up c. Call + off, out, in	1. Explains the process to students 2. Uses examples to illustrate points/process 3. Brings out their meanings
	Continuous writing	Creative writing introduced	1. Features of a short play plot, character, style, setting, theme, characterization  2. Features of a poem – high, concise language, verses used, imageries etc.	1. Teacher leads students to identify play, poem, story 2. Teacher guides students to write their own short stories, poems, plays
3	Speech	Listening to grasp main points in a poem	- Tape recorded speech, conversation - Radio broadcast - Materials of varying lengths	1. Teacher reads the poem correctly 2. Teacher identifies main points 3. Teacher lists main/key sentences 4. Teacher guides students to identify other main points 5. Teacher selects sample poems, passages, play, story on current issues
	Structure	Introduction to phrasal verbs continued (phrasal verb II)	1. Definition of phrasal verb 2. Explain the process of this relationship 3. Give + up, in, back, off, away, put +	Goes through the same process as phrasal verb I

			off, up away, on, into Bring + back, about, up in, out Take + away, off, up, in	
	Continuous writing	Writing of reports (features of different types of reports)	1. A report of any technical or scientific issue e.g. a laboratory or research report – a report of an experiment carried out by the students 2. Features of a scientific report	Teacher explains the format of a technical/scientific report Leads students to identify main and supporting detail e.g. – Introduction – date of the experiment - purpose - the outcome/result - conclusion * Students write in a logical manner their own reports.
	Summary	Summarizing a passage in a specified number of sentences continued	1. The characteristics of a summary 2. Key sentences as summary of paragraphs 3. Key words under – lined as indicators of important sentences 4. Sample passages (students texts) 5. Selected passages, speeches, discussions.	Teacher gives the characteristics of a summary as a reminder to the previous lesson - Gives sample sentences - Students write their own sentences as they participate in exercises.
4	Speech	Words of four (4) syllables which are stressed on the 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> syllables	1. Words of four syllables, stressed on the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> syllables 2. Words such as discrimination education Locomotion Modulation Television These are stressed	1. Teacher pronounces the words correctly 2. Teacher uses them in correct contexts

			<p>on the 3<sup>rd</sup> syllable</p> <p>3. <u>I</u>ndividual <u>I</u>ngratitude These are stressed on the 1<sup>st</sup> syllable</p> <p>4. <u>E</u>ncumbrances <u>D</u>iscriminate <u>T</u>opography These are stressed on the 2<sup>nd</sup> syllable.</p>	
	Structure	Adjunct of place, time	<p>1. Adjuncts are adverbials</p> <p>2. They modify verbs, prepositional phrases, indefinite pronouns and noun phrases e.g. he was <u>in the house</u> prepositional phrase of place. He came <u>quickly</u> adjunct of manner They came <u>for their launch</u> Adjunct of reason.</p>	<p>1. Reverse lesson on adverbs</p> <p>2. Use adjuncts in sentences</p> <p>3. Introduce games involving adjuncts</p>
	Comprehension	Reading to identify speaker's mood and tone continued	<p>1. Carefully selected passages, recorded material, speech</p> <p>2. Main points in conversation, speech</p> <p>3. Materials of varying length dealing with life situations.</p>	<p>1. Teacher plays recorded material</p> <p>2. Students identify speaker's main points</p> <p>3. Teacher asks questions on the speech</p> <p>4. Students list points of secondary importance</p>
	Continuous writing	Informal letters continued	<p>1. Definition of an informal letter</p> <p>2. Features of an informal letter</p> <p>3. Sample informal letter</p> <p>4. List points appropriate for the</p>	<p>1. Teacher defines an informal letter</p> <p>2. Writes a sample informal letter</p> <p>3. Teacher guides students to list points</p> <p>4. Students write their own letters with correct</p>

			receiver of the letter  5. Development of the points into a good length.	address, date, salutation, introduction, body and conclusion
5	Speech	Listening to grasp main points/ideas	1. Reading of carefully selected passages, recorded material 2. Listing of main points	- Discuss some specific speech, recorded topics - Teacher leads students to identify main points - Students participate actively in locating main points.
	Continuous writing	Expository essay	1. Definition of expository essay 2. Sample of expository essay 3. Likely punctuations in an expository essay e.g. come, full stop, semi colon,	1. Teacher defines expository essay 2. Lists punctuations in a sample essay 3. Students write well punctuated expository essay 4. Teacher lists processes to be exposed about possible topics - How to mend a tyre - How to cook my best soup
	Vocabulary development	Words associated with medicine	1. The definition of medicine 2. List of items/activities in the hospital 3. Personnel in the hospital 4. Sentences with words associated with medicine - theatre, syringe, needle, operation, surgery, nurse, doctor, patient, outpatient, ward, X-ray, bandages, drugs, files, beds, etc.	1. The teacher lists items in the logical 2. Teacher leads students to a visit to a hospital 3. Students supply names of activities in the hospital 4. Make sentences with words associated with medicine

	Structure	Phrasal verbs continued	1. Explain the process of relationship of these phrasal verbs Sit + Up, down, in, back Close + up, in, by Ride + up, on	Goes through the same process as phrasal verbs I
6	Speech	Stress timing	1. Appropriate passages are selected by the teacher 2. Newspaper passages 3. Magazine passages.	1. Teacher leads students to read fluently 2. Timing – observing the information contained in every word
	Structure	Adjunct of manner and reason	1. Adjuncts are adverbs 2. Manner Adjuncts mostly are words that end in – ly e.g. quickly, slowly, sluggishly, swiftly 3. Reason adjuncts use because.	Teacher leads the students to identify more – ly words
	Continuous writing	Recording keeping	1. Records defined 2. Items used to keep records listed - diary - discs – books - files – logs 3. Purpose for keeping of records 4. Language of records – concise, accurate.	1. Teacher discusses other ways of keeping records
	Vocabulary development	Synonyms as words: 1. with the same meaning 2. Nearly the	1. Define synonyms 2. Quick/fast Strong/powerful Busy/engaged enemy/foe	Explains the meaning of synonyms to students  Leads students to identify synonyms in passages

		same in meaning	fearless/bold 3. Nearly the same in meaning Security/safe Guest/visitor Adore/admire.	
7	Speech	Listening attentively to follow the directions effectively.	1. Direction words - near, behind Around, next to	Teacher guides students to identify direction words in passages
	Comprehension	Reading to answer questions from a passage	1. Short passages	Teacher guides students to read fluently 2. Students answer questions from the passage.
	Structure	Adjunct of reason	1. Adjunct of reason use because e.g. a). The students were punished because they arrived late.	Teacher guides students to give more sentences of their own
	Vocabulary development	Antonyms – exactly opposite in meaning	Antonyms – Good/bad Friend/hostile Discipline/indiscipline Temporary/permanent	1. Teacher leads students to read the passage  2. Teacher leads students to identify antonyms
8	Speech	Listening to grasp ideas in a debate	1. Argue points out to favour them 2. Use persuasive words.	1. Teacher leads students to argue points constructively
	Reading comprehension	Reading to answer questions	1. An appropriate passage selected by the Teacher 2. key words 3. sample answers 4. use the dictionary to define words .	Teacher guides the students appropriately



	Structure	Adverbial clause	<ol style="list-style-type: none"> <li>1. The definition of an adverb</li> <li>2. Sample sentences to show adverbs modifying verbs</li> <li>3. Adverbs can modify other adverbs e.g John walks very slowly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher defines adverb</li> <li>2. Gives examples of sentences</li> <li>3. Students give their own sentences</li> </ol>
	Continuous writing	Writing of articles	<ol style="list-style-type: none"> <li>1. Features of a newspaper article</li> <li>2. The differences between features of a newspaper article and a speech or letter e.g. Bribery of public officers Fraudulent acquisition of properties Cleanliness is next to Godliness.</li> </ol>	
9	Speech	Dialogue	<ol style="list-style-type: none"> <li>1. Dialogue defined</li> <li>2. Sample dialogue</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher defines dialogue</li> <li>2. A short passage of a dialogue between characters</li> <li>3. Teacher leads students to dialogue between them on current issue</li> <li>4. Teacher leads students to punctuate dialogue using question marks.</li> </ol>
	Structure	Concord		<ol style="list-style-type: none"> <li>1. Concord means agreement. It means agreement between the noun, noun phrase or pronoun and the verb e.g.</li> </ol>

				<p>the boy jumps the boys jump the boys ride bicycle to school</p> <p>2. Compound subjects The staff are training in Sokoto Here compound subject takes a plural verb 'are'</p>
	Continuous writing	Formal letter continued		<p>Note – The language should be formal, subscription yours faithfully signature Full names Ado Bayero.</p>
	Vocabulary development	advertising		<p>1. Teacher uses the words for students to see 2. Teacher leads students to read the passage 3. Drills the class 4. Could invite an advertising practitioner to speak.</p>
10	Speech	Speaking to persuade	<p>Use the skills developed on oral composition to debate on topics such as Farmers are more important than doctors Women are better leaders Corruption destroys a nation.</p>	<p>1. Revise with the students the skills of oracy 2. Discuss time allocation panel of judges and time keeper</p>
	Comprehension	Reading to extract main points	<p>1. Use newspaper clippings 2. Magazine clippings 3. Students text.</p>	<p>1. Teacher guides the students</p>
	Structure	Determiners (introduction)	<p>1. Determined 2. List of determiners</p>	<p>1. The teacher gives sample sentences e.g.</p>

			are many, some, much, little, few, each and any 3. Use such in examples.	Any committee member can raise a motion
	Vocabulary	Stock exchange	1. Meaning 2. Words such as Stock broker, shares, dividends, profit, speculator, margin bankruptcy, customer market.	
11		General revision Debate Concord (agreement) Article/writing Stock exchange Formal letter Informal letter.		
12	Revision	Revision	Revision	Revision
13	Examination	Examination	Examination	Examination

**ENGLISH LANGUAGE  
SS 1 THIRD TERM**

WEEK	UNIT	TOPIC	CONTENT	ACTIVITIES
1	Speech	Speech	Intonation patterns	Rising and falling tones in sentence stress contexts
	Vocabulary	Vocabulary	Words associated religion	Passages on religion are used to underline appropriate register on religion.
	Comprehension/ Summary	Comprehension/ Summary	Reading passage(s) for words' meaning in context	Text book passages apex studied by teacher and students to get contextual meaning.
	Structure	Structure	Types of sentences	Simple and compound sentences are illustrated

				with examples.
	Writing	Writing	Speech writing	Definition and features of a written speech.
2	Speech	Speech	Oral composition	Students narrate stories and answer teacher's questions on them.
	Vocabulary	Vocabulary	Words associated with advertising	Appropriate newspaper, magazine or textbook examples are studied as models.
	Comprehension/ Summary	Comprehension/ Summary	Summarising a given passage	The points to note in summary writing
	Structure	Structure	Types of sentences contd.	Examples of simple and compound students summarise a given passage.
3	Speech	Speech	Intonation patterns continued	Rising tone with questions, e.g. WH questions. Falling tones with statements.
	Vocabulary	Vocabulary	Words associated with the stock exchange	Passage on stock broking, the stock exchange and capital market, (see Newspaper).
	Comprehension/ Summary	Comprehension/ Summary	Reading a passage on investment/stock broking	Students read and answer comprehension questions
	Structure	Structure	Complex sentences	Introduction to subordinating conjunctions in complex sentence e.g. <u>that</u> , <u>which</u> , etc.
	Continuous writing	Continuous writing	Oral composition of a descriptive essay	Students describe orally first what they intend to write about.
4	Speech	Speech	Emphatic Stress	Use of simple sentences to

				illustrate shifts in meaning using emphatic stress.
	Vocabulary	Vocabulary	Synonyms of words	Students are given examples of words nearest in meaning to other words – quick/fast, close/near, brave/fearless, etc.
	Comprehension/ Summary	Comprehension/ Summary	Reading for summary	Students read and summarise a given passage.
	Structure	Structure	Clauses independent and dependent clauses	Students are led to discover the similarities between simple sentences and independent clauses
	Continuous writing	Continuous writing	Composition on articles	Students study an example of an article before writing their own
5	Speech	Speech	Simple polite requests, simple greetings	Examples of polite requests, “May I, Could you? Excuse me, etc should be dramatized.
	Vocabulary	Vocabulary	Antonyms of words	Words that are opposites in meaning are taught e.g. little/small/famous/ notorious/ancient/modern, etc.
	Comprehension/ Summary	Comprehension/ Summary	Listening to tell the meaning of words in sentence context	Students take turns to read aloud while their mates answer the teacher’s questions.
	Structure	Structure	Noun clauses	Teacher gives the examples that distinguish noun clauses from other clauses.
	Continuous writing	Continuous writing	Writing articles contd.	Issues of current interest are discussed by Teacher and Students before the

				students write the articles.
6	Speech	Speech	Oral composition for expository essays	Discussions, debates and other interactions in speech.
	Vocabulary	Vocabulary	Words associated with investment	Like speculator, profit margin, bullish, bearish, dividends bankruptcy, etc.
	Comprehension/ Summary	Comprehension/ Summary	Reading to make notes	Students are guided by their teacher to make notes from passages read.
	Structure	Structure	Adjectival clauses	Complex sentences are studied to prick out adjectival clauses.
7	Speech	Speaking to persuade/convince continued	<p>1. The Skills Of Debate/Argument</p> <p>2. The Two Sides To An Argument. Proposing And Opposing</p> <p>3. Issues Of Current Interest</p> <p>a. Corruption and the Nigerian state is endemic</p> <p>b. Women are better leaders.</p>	<p>1. Teacher uses real clock to time participants</p> <p>2. Teacher leads students to introduce themselves and their topics</p> <p>3. Teaches students to use the dictionary to learn definition</p> <p>4. Gathering of points to convince</p>
	Structure	More on adjectival clauses	<p>1. Definition of objective</p> <p>2. Adjectival clauses qualities a noun or pronoun in the sentence</p> <p>3. They are introduced by relative pronouns, who, whose, whom, and</p>	<p>1. Teacher defines objective</p> <p>2. Students identify them</p> <p>3. Students make sentences with adjectival clauses e.g. the man <u>whose brother was sacked</u> has committed suicide</p>

			that	The song <u>which Clara sang</u> was very melodious
	Comprehension/ Summary	Reading to test speed and accuracy	<ol style="list-style-type: none"> <li>1. Mindful of question marks</li> <li>2. Mindful of full stops</li> <li>3. Mindful of pauses (coma, semi colon, colon)</li> </ol>	<ol style="list-style-type: none"> <li>1. Guides students to observe punctuation marks</li> <li>2. Frequent reading to increase speed</li> </ol>
	Vocabulary devt (register)	Politics	<ol style="list-style-type: none"> <li>1. Politics/politician defined</li> <li>2. Words such as party, opposition, power, democracy, campaign, election electorate, polls, both governor, poster, dividend, independence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher gives a story of a politician he/she knows</li> <li>2. Teacher invites politician to give a talk</li> <li>3. Use words in sentences and orally in discussions</li> </ol>
7	Continuous writing	Argumentative essay	<ol style="list-style-type: none"> <li>1. Use class to organize a debate/argument</li> <li>2. Skills of convincing another person points, figures, illustrations, rhetorical questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize debate between two groups</li> <li>2. Select interesting topics</li> <li>3. Teach presentation of points</li> <li>4. Conclusion of essay</li> <li>5. Features salutation topic body, conclusion.</li> </ol>
8	Speech	Description (orally)	<ol style="list-style-type: none"> <li>1. Use special words to bring out descriptions in discourse</li> <li>2. Involve students participation of describing real objects, events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads students to garnish stories with use of adjectives and adverbs</li> <li>2. Describe friend, class, school, house, car etc</li> </ol>
	Structure	Words commonly miss pelt	<ol style="list-style-type: none"> <li>1. Use of the dictionary</li> <li>2. Words commonly miss pelt conceive, thief, chief, grateful,</li> </ol>	<ol style="list-style-type: none"> <li>1. Guide students in activities</li> <li>2. Introduce spelling games</li> </ol>

			beginning decision, succeed, reference, accommodation, referred, across occasion, omission, recommend, admission, embarrass	
	Comprehension	Reading for word meaning in context	<ol style="list-style-type: none"> <li>1. Connotative meaning is situational meaning</li> <li>2. Denotative meaning is dictionary meaning</li> <li>3. Select passage with implied meaning to bring out connotative meaning</li> </ol>	1. Teacher gives dictionary meaning and situational or contextual meaning
	Vocab. Devt.	Words associate with photography	<ol style="list-style-type: none"> <li>1. Types of cameras</li> <li>2. Words associated with photography such as tripod, film, lenses, light meter, frame, exposure, negative, dark room, prints portraits, passports, enlarge</li> </ol>	<ol style="list-style-type: none"> <li>1. Use real objects</li> <li>2. Pictures</li> <li>3. Students make sentences with words associated with photography</li> </ol>
9	Speech	Listening to identify a speaker's style	<ol style="list-style-type: none"> <li>1. Recorded material be handy here</li> <li>2. Students can read and others identify the speaker's style.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher guides students to understand style</li> <li>2. Instruct on figures of speech</li> </ol>
	Structure	Introduction to Active and passive tense	<ol style="list-style-type: none"> <li>1. Define Active Sentence</li> <li>2. Define Passive Sentence</li> <li>3. Active Tense S + V + O Ojo killed a rat</li> <li>4. Passive Tense</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher guide students to give more examples</li> <li>2. Use chart, pictures chalkboard</li> </ol>



			O + V + S A Rat Was Killed By Ojo	
	Comprehension	Reading to answer questions	1. Select appropriate passages 2. Key words in the passage listed 3. Sample answer 4. Use the dictionary	1. Teacher guides the students as they answer questions 2. Ensure students follow instructions on number of answers and time allowed
	Vocabulary development	British and American spellings of common words	American 'Or' As In Color, Honor British 'Our' As In Colour, Honour American – Theater Center British - Theatre Centre American – Offense Defense British - Offence Defence	1. Teacher guides students appropriately 2. Differentiate between the two 3. Use American books 4. Use British books
10	Speech	Listening to grasp main points or ideas in a speech	1. Tape recorded material 2. Main points in a lecture 3. Materials of varying length 4. Use real life situations speech, lecture, discussions	1. Pre-recorded material 2. Teacher asks questions to elicit the main points 3. Teacher leads students to discuss the lecture, speech
11	Speech	Revision on consonant sounds	1. Pronounce the words correctly 2. The dictionary is a guide here	1. Teacher leads the students to pronounce 2. Students use these consonants to write various words
	Structure	Synonyms	1. Same in meaning imitation/mimic, busy/eventful, tasteless/insipid, dogmatic/rigid, timid/fearful	1. Students supply more words 2. Make sentences with them

			<p>fearless/bold/brave</p> <p>2. Nearly the same in meaning</p> <p>Callous/reckless</p> <p>Hard/unfeeling/pitiless</p> <p>Treason/sedition</p> <p>Candid/true/sincere</p>	
	Summary	Reading for summary	<p>1. Selected passages</p> <p>2. Issues on current happenings</p> <p>3. Look for key words that indicate points.</p>	<p>1. Teacher leads students to answer in number of sentences</p>
	Continuous writing	Revision on Differences between informal and formal letters	<p>1. Formal letter – letters to people in official capacity</p> <p>2. Informal – letters to known faces, friends</p> <p>3. Formal letter</p> <ul style="list-style-type: none"> <li>- Writers address, date</li> <li>- receivers address</li> <li>- salutation</li> <li>- title</li> <li>- body</li> <li>- conclusion (subscript)</li> </ul> <p>full name after signature</p> <p>Informal letter</p> <ul style="list-style-type: none"> <li>- Writers address, date</li> <li>- Salutation</li> <li>- Introduction</li> <li>- Body</li> <li>- Conclusion (subscript but no signature)</li> <li>- First name or nickname.</li> </ul>	<p>1. Teacher leads the students to recognize the differences between the formal and informal letters</p> <p>2. Students write the letters until they are conversant with them</p>
12	Revision	Revision	Revision	Revision

13	Examination	Examination	Examination	Examination
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**GENERAL MATHEMATICS  
SS ONE FIRST TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>NUMBER BASES (I)</b></p> <p>i. Decimal base (Base 10) and other bases e.g. base 2(binary) base 7 (days of the week) etc.</p> <p>ii. Conversion from Base 10 to other bases, conversion from other bases to base 10.</p>	<p><b>Teacher:</b></p> <p>i. Guides students to realize other bases other than binary (base 2) and denary (base 10)</p> <p>ii. Guides students to convert the following: one base to the other, are numbers with decimal fraction to base 10.</p> <p><b>Students:</b></p> <p>Mention other base such as 4, base 5(quandary), base 8(octal) base 16 (Hexadecimal).</p> <p>Convert decimal fractions to base 10 and one base to another base.</p> <p><b>Instructional Resources:</b></p> <p>Charts showing the conversion from one base (except base 2) to another base.</p>
2	<p><b>NUMBER BASES (II)</b></p> <p>i. Problem solving, addition, subtraction, multiplication and division of number in the various bases.</p> <p>ii. Conversion of decimal fraction in one base to base 10.</p> <p>iii. Apply number base system to computer programming.</p>	<p><b>Teacher:</b></p> <p>Guides students to perform mathematical operations of: addition, subtraction, multiplication and division.</p> <p><b>Students:</b></p> <p>Perform the mathematical operations.</p> <p><b>Instructional Resources:</b></p> <p>As in week one above.</p>
3	<p><b>MODULAR ARITHMETIC</b></p> <p>i. Revision of addition, division, multiplication and subtraction of integers.</p> <p>ii. Concept of modular arithmetic</p> <p>iii. Addition, subtraction and</p>	<p><b>Teacher:</b></p> <p>Guides students to revise the mathematical operations of integers</p> <p>-to define modular arithmetic and uses activities to develop the concept.</p> <p>- To add, subtract, divide and multiply in</p>

	<p>multiplication operations in modular arithmetic.</p> <p>iv. Application to real life situations.</p>	<p>modular arithmetic.</p> <p>- To appreciate its application to shift duty, menstrual chart, name of market days.</p> <p><b>Students:</b></p> <p>-Define modular arithmetic</p> <p>-Perform the mathematical operations in modular arithmetic</p> <p>-Appreciate the concept of modular arithmetic and apply in daily life.</p> <p><b>Instructional Resources:</b></p> <p>Modular arithmetic charts, samples of shift duty chart, menstrual chart.</p>
4	<p><b>INDICES</b></p> <p>i. Laws of indices and their applications e.g.</p> <p>a. <math>a^x \times a^y = a^{x+y}</math></p> <p>b. <math>a^x/a^y = a^{x-y}</math></p> <p>c. <math>(a^x)^y = a^{xy}</math></p> <p>ii. Application of indices, simple indicial/exponential equations.</p>	<p><b>Teacher:</b></p> <p>Guides students to represent numbers in indices and gives examples.</p> <p>Explains laws of indices with examples, drill students on problem solving.</p> <p><b>Students:</b></p> <p>-Study the laws of indices and solve related problems.</p> <p>-Study the steps in indicial equation and solve exercises.</p>
5	<p><b>STANDARD FORM (<math>AX10^n</math>)</b></p> <p>i. Writing numbers in index form</p> <p>ii. Adding two numbers and writing the results in standard form.</p> <p>iii. Subtracting one number from the other in standard form.</p> <p>iv. Multiplying numbers in standard form</p> <p>v. Dividing numbers in standard form including square root of such numbers.</p>	<p><b>Teacher:</b></p> <p>Guides students to convert numbers to standard form with emphasis on the values of 'A' and 'n'.</p> <p><b>Students:</b></p> <p>-Convert numbers to standard form</p> <p>-Convert long hand to short hand notation. (i.e. ordinary form to standard form and standard form to ordinary form)</p> <p><b>Instructional Resources:</b></p> <p>Charts of standard form and indices.</p>
6	<p><b>LOGARITHMS (I)</b></p> <p>i. Deducing logarithm from indices and standard form i.e. if</p>	<p><b>Teacher:</b></p> <p>Guides students to learn logarithm as inverse of indices with examples.</p>

	<p><math>y=10^x</math>, then <math>x=\log_y 10</math></p> <p>ii. Definition of logarithm e.g.  <math>\log_{10} 1000=3</math></p> <p>iii. Graph of <math>y=10^x</math> using <math>x=0.1, 0.2, \dots</math></p>	<p>-Define logarithm and find the various values of expressions like <math>\log_a N</math></p> <p>-plot the graph of <math>y=10^x</math> and read the required values.</p> <p>-to find logarithm of a number (characteristics, mantissa, differences and locate decimal points) and the antilogarithm.</p> <p><b>Students:</b>  Deduce the relationship between indices and logarithms.  Define logarithm and find the various values of expressions like <math>\log_a N</math> numbers plot the graph of <math>y=10^x</math>.  Find the logarithm and antilogarithm of numbers greater than 1.</p> <p><b>Instructional Resources:</b>  Indices/logarithms chart, definition chart of logarithm, graph board with graph of <math>y=10^x</math>, graph book etc.</p>
7	<p><b>LOGARITHM (II)</b>  Calculations involving multiplication and division.</p>	<p><b>Teacher:</b>  Guides students to read logarithm and antilogarithm table in calculation involving multiplication and division.</p> <p><b>Students:</b>  Read the tables and solve problems involving multiplication and division.</p> <p><b>Instructional Resources:</b>  Logarithm table chart and Antilogarithm table chart made of flex banner logarithm table booklet.</p>
8	<p><b>LOGARITHM (III)</b></p> <p>i. Calculations involving power and roots using the logarithm tables.</p> <p>ii. Solving practical problems using logarithm tables relating to capital market.</p> <p>iii. Explain the concept of capital</p>	<p><b>Teacher:</b>  -Guides students to read logarithm and antilogarithm tables in calculations involving powers and roots.  -Explain meaning of capital market.  -Solve related problems and other real life problems.</p> <p><b>Students:</b></p>

	<p>market operation</p> <p>iv. Use logarithm tables in multiplying the large numbers involved in capital market operation.</p>	<p>Read the tables and solve problems involving multiplication and division, and solve problems related to real life problems.</p> <p><b>Instructional Resources:</b> Logarithm tables chart, logarithm table booklet etc.</p>
9	<p><b>DEFINITION OF SETS</b></p> <p>i. Set notation – listing or roster method, rule method, set builder notation</p> <p>ii. Types of sets: e.g. universal set, empty set, finite set and infinite set, subset, disjoint set, power set etc.</p>	<p><b>Teacher:</b> Guides students to: -define set -define types of sets -write down set notations -use the objects in the classroom, around the school and within home to illustrate sets.</p> <p><b>Students:</b> Define set, use set notations Identify types of sets.</p> <p><b>Instructional Resources:</b> Objects in the classroom, sets of students, set of chairs, mathematical sets, other instrument etc.</p>
10	<p><b>SET OPERATIONS</b></p> <p>i. Union of sets and intersection of sets complement of sets.</p> <p>ii. Venn diagram</p> <p>iii. Venn diagram and application up to 3 set, problems</p>	<p><b>Teacher:</b> Guides students to explain and carry out set operations: -explains Venn diagram, draws, interprets and uses diagram. -applies Venn diagram to real life problems.</p> <p><b>Students:</b> Carry out set operations, draw, interpret and use Venn diagrams.</p> <p><b>Instructional Resources:</b> As in week nine above.</p>
11	<p><b>SIMPLE EQUATIONS</b></p> <p>i. Change of subject of formulae</p> <p>ii. Formula involving brackets, roots and powers.</p> <p>iii. Subject of formula and substitution.</p>	<p><b>Teacher:</b> Guides students in the process involved in changing the subject in a formula and carries out substitution.</p> <p><b>Students:</b> Follow the process involved in changing</p>

		subject in a formula and substitute in the formula. <b>Instructional Resources:</b> Charts displaying processes involved in change of subject in a formula. Charts displaying the various types.
12	<b>SIMPLE EQUATION AND VARIATIONS</b> i. Revision of simultaneous linear equation in two (2) unknown ii. Types and application of variations.	<b>Teacher:</b> Revises solution of simultaneous equations in two unknowns. Treats each type of variation with examples and solve problems in variation. <b>Students:</b> Solve problems involving all types of variations. <b>Instructional Resource s:</b> As in week 11 above.
13	<b>Revision/Examinations</b>	
14	<b>Examinations</b>	

**GENERAL MATHEMATICS  
SS ONE SECOND TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>FACTORISATION OF QUADRATIC EXPRESSION OF THE FORM <math>ax^2+bx+c</math> where a, b, c are constants</b> i. Factorising quadratic expression of the form $ax^2+bx+c$ ii. Factorising quadratic expression of the form $ax^2-bx+c$ iii. Factorising quadratic expressions of the form $ax^2+bx-c$ iv. Factorising quadratic expressions of the form $ax^2-bx-c$ v. Solving quadratic equation of the form $ax^2+bx+c = 0$ using	<b>Teacher:</b> i. Illustrates the factorization of quadratic expressions using: (a) Grouping (b). factor methods ii. Teacher leads students to factorize quadratic expressions written in the different forms. <b>Students:</b> -Factorize quadratic expressions using the methods. -Factorize the different forms given. <b>Instructional Resources:</b> Quadratic expressions and factors chart. Sharing at least six expressions each of the

	factorization method.	form $ax^2+bx+c$ , $ax^2-bx+c$ , $ax^2+bx-c$ and $ax^2-bx-c$ (could be in flex banners).
2	<p><b>APPROXIMATION</b></p> <p>i. Rounding up and rounding down of numbers to significant figures, decimal places and nearest whole numbers.</p> <p>ii. Application of approximation to everyday life</p> <p>iii. Percentage error.</p>	<p><b>Teacher:</b></p> <p>Gives students two roots and leads them to form a quadratic equation.</p> <p><b>Students:</b></p> <p>Use the roots given to construct quadratic equation.</p> <p><b>Instructional Resources:</b></p> <p>Given values, in integer and fractions incomplete table showing various numbers and approximation to various significant figures, decimal places etc. to be completed in class as illustration</p>
3	<p><b>QUADRATIC EQUATIONS(III)</b></p> <p>i. Plotting graph in which one is quadratic function and one is a linear function.</p> <p>ii. Using an already plotted curve to find the solution of the various equations.</p> <p>iii. Finding the gradient of a curve, the maximum value of y, and minimum value of y and the corresponding values of x.</p> <p>iv. Solving a comprehensive quadratic and linear equation graphically.</p> <p>v. Word problem leading to quadratic equations.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Leads students to construct tables of values, draws the x and y axis, chooses scale, graduates the axis and plot the points.</li> <li>- Leads students to observe where the quadratic curve crosses the axis and write down the roots of the equation.</li> <li>- Identifies the maximum and minimum values.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Follow the teacher lead in plotting the graph</li> <li>- Follow the teacher leads and read the roots.</li> <li>- Read the minimum and maximum values.</li> </ul> <p><b>Instructional Resources:</b></p> <p>Graph boards, graph books are mandatory.</p>
4	<p><b>LOGICAL REASONING (I)</b></p> <p>i. Meaning of simple statement – open and close statements, true or false.</p> <p>ii. Negation of simple statements</p> <p>iii. Compound statements – conjunctions, disjunctions,</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>a. Uses examples to explain simple statements.</li> <li>b. State the true value of a statement</li> <li>c. States simple statements and writes not or “it is not true that” a negation of simple statements.</li> </ul>



	implication, bi-implication with examples.	<p>d. Guides students to write examples of compound statements and distinguishes them from simple statements.</p> <p><b>Students:</b></p> <p>i. Gives examples of the non examples of simple statements writes the true value of a given statements.</p> <p>ii. Negates some simple statement using 'not' or 'it is not true that'.</p> <p>iii. Write examples of compound statements.</p> <p><b>Instructional Resources:</b></p> <p>Charts showing examples of simple statement, true and false statements, negation of statements.</p>
5	<p><b>LOGICAL REASONING (II)</b></p> <p>i. Logical operations and symbols – Truth value table – compound statement, Negation (NA), conditional statement, bin-conditional statement.</p>	<p><b>Teacher:</b></p> <p>Leads students to list the five logical operations and their symbols.</p> <p>-Leads students to construct truth value for each operation.</p> <p><b>Students:</b></p> <p>List the five logical operations with symbols and construct truth value chart for each.</p> <p><b>Instructional Resources:</b></p> <p>Truth table chart etc.</p>
6	<p><b>MENSURATION OF SOLID SHAPES (I)</b></p> <p>i. Length of arc of a circle with practical demonstration, using formula</p> <p>ii. Revision of plane shapes – perimeter of sector and segment</p> <p>iii. Area of sector and segment.</p>	<p><b>Teacher:</b></p> <p>Guides students to find the length of arcs of circle using cut card board practically, deduces the formula and apply it in solving problems.</p> <p>-cuts out sectors and segment, solve exercises.</p> <p>-guides students to cut a circle into sectors and measure the angles.</p> <p>-cut out triangle from a sector.</p> <p><b>Students:</b></p> <p>Practice the practical demonstration.</p> <p>Participate in deducing the formula and apply</p>

		<p>it to solve problems carry out teacher activities.</p> <p>Follow the teacher instruction to carry out the activities.</p> <p><b>Instructional Resources:</b></p> <p>Cardboard paper, rope, string, scissors, drawings on cardboard showing various arcs (minor and major arcs in a circle).</p>
7	<p><b>MENSURATION OF SOLID SHAPES (II)</b></p> <p>i. Relationship between the sector of a circle and the surface area of a cone.</p> <p>ii. Surface area of solids – cube, cuboids, cylinder, cone, prism, pyramids.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-Guides students to cut out a sector and folding sector into a cone.</li> <li>-Leads students to determine the relationship between the sector of a circle and the surface area of a cone.</li> <li>-Revise the areas of the plane shapes that formed the listed solids and lead students to find their surface areas.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>-Follow the teacher in carrying out the activities and observe the relationships</li> <li>-Participate in the revision of the areas of the solids.</li> </ul> <p><b>Instructional Resources:</b></p> <p>Cut out papers, (sectors and segments) etc.</p>
8	<p><b>MENSURATION OF SOLID SHAPES (III)</b></p> <p>i. Volume of solids – cube, cuboids, cylinder, cone, prism, pyramids, frustum of cone and pyramids.</p> <p>ii. Surface area and volume of compound shapes.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-Revise the area of the listed solids and lead students to find their volumes.</li> <li>- show model of fraction of cones pyramids and solve problems.</li> <li>-Lead students to solve problems on surface area and volume of compound shapes.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Participate in the revision of the areas and volume of the solids.</li> <li>-Solve problems on compound shapes.</li> </ul> <p><b>Instructional Resources:</b></p> <p>Shapes of cube, cuboids, cylinder, cone, prism, pyramids, lampshade and buckets as</p>

		frustum as cone etc.
9	<p><b>CONSTRUCTION (I)</b></p> <p>i. Lines, line segments, bisection of a line segment e.g. horizontal, vertical, inclined lines etc.</p> <p>ii. Construction and bisection of angles e.g. <math>180^\circ</math>, <math>90^\circ</math>, <math>45^\circ</math>, <math>22^\circ</math>, <math>60^\circ</math>, <math>30^\circ</math>, <math>150^\circ</math>, <math>75^\circ</math>, <math>135^\circ</math>, <math>105^\circ</math>, <math>165^\circ</math> etc.</p> <p>iii. Construction of triangles</p> <p>iv. Construction of quadrilaterals.</p>	<p><b>Teacher:</b></p> <p>-Lists out steps for drawing a line segment and how to bisect line segment.</p> <p>-Leads students to construct special angles with the steps involved in bisection of angles. Inspect them.</p> <p><b>Students:</b></p> <p>List out triangle, draw a line and bisect, construct the given angles and bisect them.</p> <p><b>Instructional Resources</b></p> <p>Whiteboard, mathematical set, students mathematical set. Teacher's construction instruments mandatory.</p>
10	<p><b>LOCUS OF MOVING POINTS</b></p> <p>i. Equidistant from 2 intersecting straight lines</p> <p>ii. Equidistant from 2 points</p> <p>iii. Equidistant from a fixed point etc.</p> <p>iv. Construction of locus equidistant from a given straight line.</p>	<p><b>Teacher:</b></p> <p>Guides students to list and explain the steps involved in constructing locus of moving points equidistance from:</p> <ol style="list-style-type: none"> <li>i. Two intersecting straight lines</li> <li>ii. Two given points</li> <li>iii. One point</li> <li>iv. A given straight line on the chalkboard using chalkboard mathematical set .</li> </ol> <p>Inspects students constructing.</p> <p><b>Students:</b></p> <p>-Attempts to list and explain the steps involved, write down the steps listed and explained by the teacher and ask questions.</p> <p>- Follow teacher's demonstration on the chalkboard by carrying out similar activities in their exercise book with their mathematical sets.</p> <p>- Participate in the teacher's re-demonstration and take special notes of the salient steps.</p> <p>Instructional materials: As shown in week 9</p>

11	Revision/Examinations	Revision/Examinations
12	Examinations	Examinations

**GENERAL MATHEMATICS**  
**SS ONE THIRD TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>DEDUCTIVE PROOFS (I)</b></p> <p>i. Types and properties of triangles ii. Proofs of sum of angles in a triangle is <math>180^\circ</math>, the exterior angles is equal to the sum of its two interior opposite angles.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Leads students to explain the format for carrying out proofs in geometry, by explaining the concepts of: given, required to prove, construction, proof, conclusion.</li> <li>- Guides the students to prove the two theorems on the board with necessary diagrams.</li> <li>- Assists students to carryout practical demonstrations, and to solve examples and give students some task to solve and inspect them.</li> </ul> <p><b>Students:</b></p> <p>Participate in discussing the format for proving geometrical theorem, take special note of the format, then write them down and ask questions.</p> <p>-Solve the task given.</p> <p><b>Instructional Resources:</b></p> <p>Cardboard paper, cutout of triangles, protractor to verify and establish the truth about the theorem.</p>
2	<p><b>DEDUCTIVE PROOFS (II)</b></p> <p>i. Similar and congruent triangles ii. Isosceles and equilateral triangles.</p>	<p><b>Teacher:</b></p> <p>Demonstrates on the chalkboard how to prove the followings: Angles of parallel lines, angles in a polygon, congruent triangles, properties of parallelogram, deductive reasoning and axioms using relevant models of plane shapes.</p> <p><b>Students:</b></p>

		<p>Participate in the teacher's demonstrations by contributing in making some deductions and write down essential points agreed upon, on angles of a polygon, congruent triangles. etc.</p> <p><b>Instructional Resources:</b> Parallel lines, congruent triangles, polygons, cut out paper, protractors.</p>
3	<p><b>DEDUCTIVE PROOFS (III)</b></p> <p>i. Properties of parallelogram and related quadrilaterals. ii. Intercept theorem iii. Parallelogram of the same base and between the same parallel lines are equal in area.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Leads students to demonstrate the properties of the riders using paper cutouts, protractors, models of parallelogram, polygon, congruent triangle etc.</li> <li>- Guides students to solve problems and help them to reproduce arguments based on the reasons (theorem or axioms).</li> </ul> <p><b>Students:</b> Carry out practical demonstration of the properties of the rides along with the teacher using paper cutouts, construct models of plane shapes. Apply deductive reasoning to solve the given practical problems.</p> <p><b>Instructional Resources:</b> As in week 2</p>
4	<p><b>POLYGON – TYPES</b></p> <p>i. Sum of interior angles of any n-sided polygon. ii. Sum of exterior angles of any polygon iii. Problem solving on polygon.</p>	<p><b>Teacher:</b> As in week 2 and 3 above.</p> <p><b>Students:</b> As in week 2 and 3 above</p> <p><b>Instructional Resources:</b> As in week 2 and 3 above.</p>
5	<p><b>TRIGONOMETRY (I)</b></p> <p>i. Basic trigonometric ratios, sine, cosine and tangent with respect to right-angled triangles. ii. Trigonometric ratio of special angles <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>. iii. Deriving trigonometric ratios of</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Shows students a chart of right angled-triangle with a clearly marked angle.</li> <li>- Guides students to identify ratios forming sine, cosine and tangent of the marked angles. (verify the position of the marked angles)</li> </ul>

	<p><math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>.</p>	<ul style="list-style-type: none"> <li>- Lead students to construct right angled-triangles of <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>.</li> <li>- Guides students to use the above shapes to derive trigonometric ratios of <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>.</li> </ul> <p><b>Students:</b> Study the chart; identify ratios forming cosine and tangent of marked angle on the chart. Draw right-angled triangles and use it to solve problem involving calculation of lengths, construct right-angled triangles of <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math>. Derive trigonometric ratios of <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math> under teacher's supervision.</p> <p><b>Instructional Resources:</b> Charts showing trigonometric ratios of a right angled triangle, pencil and ruler, protractor, cutout shapes of right angled triangles showing angles <math>45^\circ</math>, <math>30^\circ</math> and <math>60^\circ</math> respectively.</p>
6	<p><b>TRIGONOMETRY (II)</b></p> <ul style="list-style-type: none"> <li>i. Solving problems involving use of sine, cosine and tangent at right-angled triangles.</li> <li>ii. Application of trigonometric ratios of <math>45^\circ</math>, <math>30^\circ</math> and <math>60^\circ</math> to solving problem without the use of calculating aids.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>i. Guides students to use sine, cosine and tangents to solve problems involving calculation of length, angles, angles of elevation and depression etc.</li> <li>ii. Leads students to draw right-angled triangle of side 1 unit on the equal sides.</li> <li>iii. Guides students on how to derive trigonometric of ratio.</li> <li>iv. Leads students to measure the two other angles in the right angled triangle.</li> <li>v. Lead students to obtain sine and cosines of various angles using measured lengths.</li> </ul> <p><b>Students:</b> Solve problems on practical application of trigonometric ratios under guidance of teacher. Obtain sine and cosine of various angles. Identify the relationship between the trigonometric ratios and the measured</p>

		<p>values.</p> <p><b>Instructional Resources:</b> Chart showing unit circle etc.</p>
7	<p><b>TRIGONOMETRY (III)</b> Trigonometric ratios related to the unit circle</p> <p>i. Draw graphs of sine from <math>0^\circ \leq \theta \leq 360^\circ</math></p> <p>ii. Draw graphs of cosine from <math>0^\circ \leq \theta \leq 360^\circ</math></p>	<p><b>Teacher:</b> Guides them to see the relationship between calculated sine and cosine of trigonometric ratios and the angles measured with protractor in the unit circles. Constructs table of values for <math>0^\circ \leq \theta \leq 360^\circ</math> for both sine and cosine, plots the points on the graph board and draw the graphs. Guides them on the activities to obtain accurate values. Leads them to obtain solution from graph drawn.</p> <p><b>Students:</b> Participates in the construction of table of value for y and plotting of the points and drawing of the graph.</p> <p><b>Instructional Resources:</b> Graph board, graph book, pencils, and mathematical sets. Mandatory.</p>
8	<p><b>STATISTICS</b></p> <p>i. Revision on collection, tabulation and presentation of data.</p> <p>ii. Construction of frequency tables</p> <p>iii. Bar charts and histogram differentiate between bar chart and histogram.</p>	<p><b>Teacher:</b> Guides students to: -information on their age, number of children in the families and other areas of life. -tabulates data collected -lists various forms of presentation of data e.g. bar chart, pie chart. -leads students to construct table from given data; draw bar chart and histogram.</p> <p><b>Students:</b> Submit objects like corks brought to class. Tabulate into specific categories, list various of presentation of data, table from given data. Draw bar chart and histogram.</p> <p><b>Instructional Resources:</b></p>

		<p>Ages of students recorded on cardboard, prices of goods, objects of different kinds. Corks of soft drinks, posters containing real life data.</p> <p>Graph board, graph book.</p>
9	<p><b>STATISTICS (II)</b></p> <p>i. Calculating the sectoral component of pie chart. ii. Drawing pie chart correctly. iii. Interpreting the pie chart and bar chart.</p>	<p><b>Teacher:</b></p> <p>Leads students to calculate the angular equivalent of the different frequency in a given distribution using the idea of ratio and proportion.</p> <p>Guides students to draw pie chart using their compass, and protractor.</p> <p>Interpret the pie chart in terms of sectoral angles.</p> <p><b>Students:</b></p> <p>Calculate sectoral angles, draw pie charts, correctly to interpret data using the pie chart.</p> <p><b>Instructional Resources:</b></p> <p>Graph board, graph papers, a pair of compass and protractor etc.</p>
10	<p><b>STATISTICS (III) GROUPED DATA</b></p> <p>i. Drawing histogram ii. Estimation of mode from histogram.</p>	<p><b>Teacher:</b></p> <p>Guides students to use frequency table to draw histogram.</p> <p>Leads students to construct table from given data, construct group frequency table.</p> <p>Guides students to use class boundaries to draw histogram and how to read or estimate mode from the histogram.</p> <p><b>Students:</b></p> <p>Participate in the activities with the teacher, perform the instructions given by the teacher. Draw histogram and estimate mode from the histogram.</p> <p>Construct frequency table of a grouped data.</p> <p><b>Instructional Resources:</b></p> <p>Graph board, graph papers etc.</p>



11	<b>STATISTICS (III)</b> Construction of frequency polygon of a given distribution.	<b>Teacher:</b> Guide the students to construct frequency polygon of a given distribution. <b>Students:</b> Construct frequency polygon from a grouped data. <b>Instructional Resources:</b> Graph board, graph papers etc.
12	Revision	Revision
13	Examinations	Examinations

**CIVIC EDUCATION  
SSS 1 FIRST TERM**

WEEK	TOPIC	CONTENT
1	<b>VALUE</b>	i. Meaning/definition of value ii. Identify types of values.
2	<b>VALUES CONTNUED</b>	Explain the following forms and the importance of justice and selflessness.
3	<b>OPPORTUNITY TO DEFEND ONESELF</b>	i. Explain the meaning of opportunity to defend oneself ii. Identify the various ways students can defend oneself.
4	<b>INVOLVEMENT IN COMMUNITY SERVICES</b>	i. Meaning/Definition of community services ii. Identify the types of community services.
5	<b>HIV AND AIDS</b>	i. Meaning ii. Causes of HIV and AIDS
6	<b>HIV AND AIDS CONTINUED</b>	Identify the symptoms and effects of HIV and AIDS
7	<b>HIV AND AIDS CONTINUED</b>	i. Prevention and control measures of HIV and AIDS ii. Stigmatization associated with HIV and AIDS

8	<b>YOUTH EMPOWERMENT</b>	i. Explain the concept of youth empowerment ii. Concept of youth empowerment.
9	<b>YOUTH EMPOWERMENT</b>	i. Identifying the various skills e.g. life-coping, manipulative, intellectual, communicative and artificial etc.
10	<b>YOUTH EMPOWERMENT</b>	i. Importance of youth empowerment and benefits of the skills. ii. Practical work and specific skills
11	<b>GOALS OF CITIZEN EDUCATION</b>	i. Meaning of citizenship ii. Types of laws and rights of individuals iii. Structures and functions of government
12	<b>NATIONALISM</b>	i. Explain nationalism ii. Major, local/world civic problems iii. Nationalistic roles of individuals and groups.
13	Revision	Revision
14	Examinations	Examinations

**CIVIC EDUCATION  
SS 1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>
1	<b>DEMOCRACY</b>	i. Meaning/Definition of democracy. ii. Explain representative democracy iii. Characteristics of democracy.
2	<b>RULE OF LAW</b>	i. Meaning/definition of rule of law ii. Explain maximum benefits to the citizens
3	<b>RULE OF MAJORITY</b>	i. Meaning/Definition of rule of majority ii. Steps to safe guide the minority.
4	<b>MAJOR PILLARS OF DEMOCRACY</b>	i. The constitution ii. Strong institution e.g. arms of government – (executives,

		legislature, and judiciary), Armed Forces and Civil societies.
5	<b>FEDERALISM</b>	<ul style="list-style-type: none"> <li>i. Meaning/definition of federalism</li> <li>ii. Federal, state and local government.</li> <li>iii. Characteristics, functions, structures.</li> </ul>
6	<b>CITIZENS RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>i. Meaning/definition</li> <li>ii. Explain the followings: Rights, Duties and Obligations of citizens.</li> </ul>
7	<b>POLITICAL PARTIES AND FREEDOM OF PRESS</b>	<ul style="list-style-type: none"> <li>i. Meaning/definition of political party and freedom of press.</li> <li>ii. Types of political parties</li> <li>iii. Explain the press freedom and benefits</li> </ul>
8	<b>UNIVERSAL DECLARATION OF HUMAN RIGHTS</b>	<ul style="list-style-type: none"> <li>i. Meaning/definition of Human Rights</li> <li>ii. The historical background of universal declaration of human right.</li> </ul>
9	<b>CORE-FREEDOM OF UNIVERSAL DECLARATION OF HUMAN RIGHTS</b>	<ul style="list-style-type: none"> <li>i. Meaning of seven core-freedom of universal declaration of human rights.</li> </ul>
10	<b>CORE-FREEDOM OF UNIVERSAL DECLARATION OF HUMAN RIGHTS</b>	<ul style="list-style-type: none"> <li>i. Explain the seven core freedom of universal declaration of human rights e.g. freedom from discrimination, fear etc.</li> </ul>
11	<b>RESPONSIBILITIES OF INDIVIDUALS AND GROUPS IN UNIVERSAL DECLARATION AND HUMAN RIGHTS</b>	<ul style="list-style-type: none"> <li>i. Meaning/definition of responsibilities of individuals and groups.</li> <li>ii. Roles of individuals and groups (Advocacy through prints and electronic media, awareness campaign)</li> </ul>
12	<b>RESPONSIBILITY OF GOVERNMENT IN UNIVERSAL DECLARATION OF HUMAN RIGHTS</b>	Explain the roles of government in universal declaration of Human rights e.g. Enactment of agencies like the NAPTIP, Legal Aids Council)
13	Revision	Revision
14	Examinations	Examinations

**CIVIC EDUCATION**  
**SS 1 THIRD TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>
1	<b>CULTISM</b>	<ul style="list-style-type: none"> <li>i. Meaning of cultism</li> <li>ii. Types of cultism groups and their symbols in the school. E.g. Black Axe, Eye Buccaneers etc</li> </ul>
2	<b>CULTISM CONTINUED</b>	<ul style="list-style-type: none"> <li>i. Origin of cultism</li> <li>ii. Formation of cultism</li> </ul>
3	<b>CULTISM CONTINUED</b>	Reasons for establishing and joining cult.
4	<b>CULTISM CONTINUED</b>	Consequences of cultism <ul style="list-style-type: none"> <li>- Expulsion</li> <li>- Violence murder</li> <li>- Spiritual problems etc</li> </ul>
5	<b>CULTISM CONTINUED</b>	Prevention and control against cultism – abiding rules and regulations, studying hard in school, faith in God as protector and provider
6	<b>ORDERLINESS</b>	Meaning/definition of orderliness
7	<b>ORDERLINESS CONTINUED</b>	I. Examples of orderliness – listening – skills; driving skills, decorum, quelling culture etc.
8	<b>ORDERLINESS CONTINUED</b>	<ul style="list-style-type: none"> <li>- Roles of orderliness in the society - By showing good examples to people, training people around you</li> <li>- Correcting young ones patiently</li> <li>- To be careful in whatever you do.</li> </ul>
9	<b>RESPECT FOR CONSTITUTED AUTHORITY</b>	Meaning and definition of constituted authority.
10	<b>CONSTITUTED AUTHORITY CONTINUED</b>	Types of Constituted Authority <ul style="list-style-type: none"> <li>a. Democratic constituted authority</li> <li>b. Bureaucratic constituted authority</li> </ul>
11	<b>CONSTITUTED AUTHORITY CONTINUED</b>	Types of Constituted Authority <ul style="list-style-type: none"> <li>c. Traditional constituted authority</li> <li>d. Charismatic constituted authority</li> </ul>

12	<b>CONSTITUTED AUTHORITY CONTINUED</b>	Explain the importance of constituted authority to the public.
13	Revision	Revision
14	Examinations	Examinations

## SENIOR SECONDARY (SCIENCE)

### BIOLOGY SS 1 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	<b>RECOGNISING LIVING THINGS</b>	(I) Characteristics of living thing. ii) Difference between plant and animals ii) Levels of organization of Life with examples.	I. The teacher groups the student into two, one group to collect living things and the other group to collect non-living things for comparison. ii) Teacher provides a living cockroach and a potted plant, asks student to write down their observation.
2.	<b>CLASSIFICATION OF LIVING THINGS</b>	i) kingdom Monera:- Characteristics & examples ii) Kingdom protista Characteristics & example	i) Teacher to grow culture of bacteria and blue – green algae, asks student to observe the cultures, record and make inferences.
3.	<b>CLASSIFICATION OF LIVING THINGS CONT.</b>	i) Kingdom fungi:- Characteristics & examples ii) Kingdom plantae :- Characteristics & examples iii) Kingdom Animalia :- Characteristics examples Note: the kingdoms should be classified into prokaryotes and eukaryotes: also in kingdom plantae the	i) Teacher guide students to uproot the farm plant, collect lemon, pistia (water lettuce), break some branches of shrubs & bring them into the laboratory, asks student to observe all the specimens, record and make inferences.

		difference between higher and lower plant should be emphasized.	
4	<b>THE CELL</b>	<ul style="list-style-type: none"> <li>i) Cell as a living unit of living organism</li> <li>ii) The cell theory</li> <li>iii) Forms in which living things exist <ul style="list-style-type: none"> <li>-- independent organism</li> <li>-- As a colony</li> <li>-- As filament,</li> </ul> </li> <li>iv) Cell structures and functions of cell component.</li> <li>v) Differences between plants and animal cell.</li> </ul>	<ul style="list-style-type: none"> <li>I). Teacher Provide Prepared slides of Paramecium or Euglena, volvox and spirogyra, asks students to observe the slides under the microscope and record their observation.</li> <li>li). Teacher mounts slides of plant and animal cells for student to observe, draw, label and note their difference and similarities.</li> </ul>
5.	<b>CELL &amp; ITS ENVIROMENT</b>	<ul style="list-style-type: none"> <li>i) Diffusion – Definition, processes &amp; significance</li> <li>ii) Osmosis - Definition, processes &amp; significance</li> <li>iii) Definition of Plasmolysis, Haemolysis, Turgidity and flaccidity.</li> <li>iv) Biological importance.</li> </ul>	<ul style="list-style-type: none"> <li>i) Teacher provides perfume and request a student to spray at one end of the classroom and ask the student to describe what happened</li> <li>ii) Teacher to demonstrate diffusion and osmosis using living and non-living components.</li> </ul>
6	<b>PROPERTIES &amp; FUNCTIONS OF THE CELL</b>	<ul style="list-style-type: none"> <li>i) feeding:- Definition and types <ul style="list-style-type: none"> <li>a) Autotrophic nutrition</li> <li>photosynthetic nutrition</li> <li>chemosynthetic nutrition</li> <li>b) Heterotrophic nutrition and mode of nutrition.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i) The teacher sets up experiment to show the effects of different nutrients or spirogyra. Asks students to observe record and discuss experiments.</li> </ul>
7	<b>PROPERTIES &amp; FUNCTIONS OF THE CELL CONTINUE</b>	<ul style="list-style-type: none"> <li>i) Micro and Macro nutrients</li> <li>ii) Deficiency and effects of macro elements Respiration <ul style="list-style-type: none"> <li>i) Gaseous exchange (external respiration)</li> <li>ii) Glycolysis</li> <li>iii) Aerobic respiration (kreb cycle)</li> <li>iv) Anaerobic respiration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i) Teacher sets experiments to show respiration in yeast (anaerobic) and respiration in rat (aerobic)</li> <li>ii) Teacher draws the krebs cycle on the chalkboard and asks the students to draw also.</li> <li>iii) Teacher demonstrates to students action of ptyalin on</li> </ul>

		(lactic acid formation) v) Difference between aerobic and anaerobic respiration. vi) Role of enzyme in cellular respiration	cooked starch and the student also produce saliva from their mouths to carry out the experiment.
8	<b>EXCRETION</b>	i) Definition of excretion ii) importance of excretion iii) Difference between excretion, secretion and egestion. iv) Diagram of excretory organelle v) products of different excretory organelle vi) forms in which excretory product are excreted.	i) Teacher ask students to run round the class to produce sweat and observe what happens to them then and after a minutes.
9	<b>GROWTH.</b>	i) Basis of Growth – Cell Division (Mitosis) , Cell enlargement and cell differentiation. ii) regulation of growth by hormones iii) Example of animal hormones v) growth measurement (height, weight , dry mass, size	i) Teacher demonstrates growth by students measuring their height (length) and weight.
10.	<b>IRRITABILITY</b>	i. Cell reaction to its environment, irritability as a basic characteristics of protoplasm. ii. Types of responses with example: Nastic, tropic and taxis. iii. Positive and negative responses	i. Demonstration of Nastic response using <u>Nimoss pudica</u> plant ii. Demonstration of the response to light and earth using plant shoot and plant root. iii. Teacher perform experiments to show
11	<b>MOVEMENT</b>	Ai. Definition and importance ii. cyclosis in protozoa iii. organelles for movement	a. Phototropic response of shoots. b. geotropic response of roots

		iv. growth movement as regulated by axins B. Reproduction i. Types of reproduction – sexual and asexual ii. difference between sexual and asexual iii. meiosis	c. geotropic response of shoots d. phototadic response in earth worms
12.	<b>REPRODUCTION CONTINUES</b>	i. Reproduction in Amoeba - Paramecium - Spirogyra - Earthworm - Housefly - Cockroach - Snails - Yeast ii. Vegetative or artificial reproduction	i. Teacher provide yeast, warm water and plastics bowls and also provides prepared slides of conjugation in paramecium, asks students to examine mounted paramecium, identify and draw conjugating paramecium using microscopes or power lens.
13	Revision	Revision	Revision
14	Examination	Examination	Examination



**BIOLOGY**  
**SS1 SECOND TERM**

<b>WEEKS</b>	<b>TOPIC</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>
1	<b>TISSUE AND SUPPORTING SYSTEM</b>	i) Definition of supporting and systems. ii) Types of skeleton Hydrostatic skeleton Exo (ecto) skeleton Endo – skeleton iii) Skeletal materials:- Chitin, cartilage and bone iv) Functions of supporting tissues in plants and animals – protection, support, locomotion, strength, rigidity, resistance to forces of wind and water.	i) Teacher and students together provide cockroaches, grasshoppers, centipede, earthworm and cartilaginous fish, individual bone of the mammalian skeleton and infant mammalian skeleton, asks students to observe all the specimen taking note of the different skeleton and stating the types of skeleton. ii) Teacher provide small mammal and guide students to produce a mammalian skeleton, ask students to identify and list the main parts of the mammalian skeleton.
2	<b>VERTEBRATE SKELETON</b>	i) Axial skeleton – The skull and vertebral column ii) Appendicular skeleton – The limbs, sternum and ribs, limb girdle.	i) Teacher provides relevant materials for students to make working model of a human arm, ask students to observe the protection functions of the shell of snails, skull of toad.
3	<b>SUPPORTING TISSUE IN PLANTS</b>	i) Types of supporting tissue in plants ii) Location of supporting tissue in plants iii) Structures and components of supporting tissues in plants e.g. collenchymas, paranchyma, xylem, phloem etc.	i) Teacher provides transverse section of stems and roots of monocotyledons and dicotyledons plants, asks students to view transverse section of roots and stem under the microscope and make drawing of the tissue taking note of the shape of the cells of the various tissues
4	<b>A) NUTRITION IN ANIMALS</b>	i) Food substances – classes with examples ii) Concept of balance diet and its importance	i) Teacher provides garri, yam, rice, meat, butter, common salt, fish, prewn, pepper, cowpea, sabs etc to the class,

	<b>B) MODE OF NUTRITION</b>	<p>iii) Food test</p> <p>i) Types of heterotrophic nutrition – holozoic, saprophytic and parasite nutrition</p> <p>ii) Feeding mechanism in holozoic organisms – filter feeding, fluid feeding and deposit feeding</p>	<p>ask students to categorize the food items under four classes of food.</p> <p>i) Teacher exposes some pieces of meat in the laboratory, ask students to observe flies feed on them and record their observation.</p>
5	<p><b>A) MAMMALIAN TEETH</b></p> <p><b>B) ENZYMES</b></p>	<p>i) Forms – milk and permanent teeth</p> <p>ii) Types – Incisors, canines, premolar &amp; molar</p> <p>iii) Structures of a tooth (canine / molar)</p> <p>iv) Dental formula and adaptation – Herbivores, carnivores and omnivores</p> <p>i) Definition of enzymes</p> <p>ii) Characteristic of enzymes</p> <p>iii) Types of digestive enzymes – sources, location, substance acted upon and effect/products</p> <p>iv) importance / functions of enzymes</p>	<p>i) Teacher collects different types of teeth from the abattoir and from killed cats or dogs, ask students to observe the different teeth, draw and label them.</p> <p>i) Teacher performs experiment to test for the acidity of the enzyme ptyalin, ask students to observe the experiment, record and discuss their observations.</p>
6	<p><b>BASIC ECOLOGICAL CONCEPTS</b></p> <p><b>A) COMPONENTS OF ECOSYSTEM</b></p>	<p>i) Components of an ecosystem</p> <p>- Biotic (living) and Abiotic (non-living) component</p> <p>- Aquatic and terrestrial component.</p> <p>ii) Definitions of common terms in ecological studies – environment, population, biosphere, lithosphere, hydrosphere, atmosphere,</p>	<p>i) Teacher takes students on a fieldtrip to at least one of the biotic communities e.g. forest reserve or a botanic garden, ask students to study the community, record and discuss.</p> <p>ii) Teacher makes available study charts, photographs and films of different biotic communities in Nigeria and</p>

		<p>nicher habitat, biotic, community, ecosystem.</p> <p>i) Local communities (biomes) – Nigeria ecological region (sahel, sudan, guinea savanna, tropical forest, swamp forest)</p> <p>ii) Major biomes of the world: Tropical forest, savanna, desert, shrub, apro - alphine and swamps.</p>	biomes of the world.
7	<b>POPULATION STUDIES BY SAMPLING METHOD</b>	<p>i) Population size, population dominance, population density</p> <p>ii) Factors affecting population</p> <p>iii) Ecological factors affecting aquatic and terrestrial habitat</p> <p>iv) Importance of ecological factors to population of plant &amp; animals</p>	<p>i) Teacher guides the students to measure sizes of the ecosystem.</p> <p>ii) Teacher displays ecological instruments ask student to study them and discuss, show students how to improvise some measuring instruments e.g. wind vane</p>
8	<b>ECOLOGICAL FACTORS CONTINUES</b>	<p>i) Relationship between soil types and water holding effects of soil on vegetation</p> <p>ii) Simple measurement of ecological factors and measuring instrument e.g. physical factors and edaphic factors.</p>	<p>i) Students with the help of the teacher perform the experiment to compare water holding capacity in the three samples of soil e.g. loamy, clay and sandy soil</p>
9	<b>FUNCTIONING ECOSYSTEM</b>	<p>i) Definitions of autotrophy &amp; heterotrophy</p> <p>ii) Definition of terms – Producer, consumers, aquatic and terrestrial</p> <p>iii) Examples of producers and consumers.</p>	<p>i) Teacher show samples of autotrophs and heterotrophs to students</p> <p>ii) Student collect organisms and classify them as producers, consumers and decomposers.</p>
10	<b>TROPHIC LEVELS</b>	<p>i) Definition of food chain and food web</p> <p>ii) Non-cycle nature of energy transfer</p> <p>iii) Nutrient movement (energy</p>	<p>i) Guide students to make chart showing relationship among organisms e.g. food chain, food web.</p> <p>ii) Students to develop a chart</p>

		flow) in aquatic and terrestrial habitat. iv) Pyramid of number and energy v) Nature of energy flow in food chain and food web.	showing relationships among organisms (food chain, food web)
11	Revision	Revision	Revision
12	Examination	Examination	Examination

**BIOLOGY  
SS1 THIRD TERM**

WEEK	TOPIC	CONTENT	ACTIVITIES
1	<b>ENERGY TRANSFORMATION IN NATURE</b>	i). Energy loss in ecosystem ii). Laws of thermodynamics iii) Application of law of thermodynamics to ecological phenomenon. iv). Food chain.	i). Teacher uses the law of thermodynamics to explain energy flow across the tropic levels.
2	<b>RELEVANCE OF BIOLOGY TO AGRICULTURE.</b>	i) classification of plants ii) Botanical classification e.g. algae, spermatophyte ii) Agricultural classification e.g. fibre plant non- fibre plant. iv) Classification based on life cycle e.g. annual biennial and perennials.	i) Teacher shows student various type of plant and classifies them.
3	<b>EFFECTS OF AGRICULTURAL ACTIVITIES ON ECOLOGICAL SYSTEM</b>	i) Effect of bush burning , tillage , fertilizers, herbicide and pesticide application. ii) Effect of different types of farming method on ecosystem	i) takes students, on field trip to a farm land cleared by burning. ii) Teacher leads student to visit farm projects and herbicide.
4	<b>PEST &amp; DISEASES OF AGRICULTURAL IMPORTANCE.</b>	i) Definition and types of pests ii) life cycle of pests iii) control of pests iv) Disease – types of diseases	i) takes students to a livestock farm to identify pests of animals ii) student make a table showing local farm livestock pests and

			disease they cause
5	<b>FOOD PRODUCTION AND STORAGE.</b>	<ul style="list-style-type: none"> <li>i) Role of food in agricultural production</li> <li>ii) factors affecting production and storage</li> <li>iii) ways of improving crop yield</li> <li>iv) cause of wastage</li> <li>v) Methods of preserving and storing food.</li> </ul>	i) Demonstrate different food storage methods to student e.g. drying, salting etc.
6	<b>POPULATION GROWTH &amp; FOOD SUPPLY.</b>	<ul style="list-style-type: none"> <li>i) relationship between availability of food and human population</li> <li>ii) effects of food shortage</li> <li>iii) Government effort to increase food production e.g. Agricultural resolution</li> </ul>	i) collect a large number of insects and use them to demonstrate the effect of food shortage.
7.	<b>MICRO ORGANISMS AROUND US</b>	<ul style="list-style-type: none"> <li>i)classification e.g. viruses bacteria, fungi protozoa</li> <li>ii) carriers e.g. victors and transmitting organisms.</li> <li>iii) beneficial effects and harmful effects.</li> <li>iv) growth of micro-organism</li> <li>v) control and prevention of micro-organism disease (public health)</li> </ul>	<ul style="list-style-type: none"> <li>i) Divide the student into working groups, provide each group with sterilized Petri- dishes which contain culture medium</li> <li>ii) Student in each group grow cultures of micro organism from air, water and under the finger nails</li> </ul>
8	<b>AQUATIC HABITAT</b>	<ul style="list-style-type: none"> <li>i) Definition</li> <li>ii) Types of aquatic habitat</li> <li>iii) aquatic organism and its adaptive features</li> <li>iv) Characteristics of aquatic habitat</li> <li>v) Food chain and food web in aquatic habitats</li> </ul>	i) Observe the pattern of distribution of the biotic components in the habitats and their adaptive features.
9.	<b>TERRESTRIAL HABITAT</b>	<ul style="list-style-type: none"> <li>i) Definition</li> <li>ii) types of terrestrial habitat</li> <li>iii) Terrestrial organisms and their adaptive features</li> </ul>	i) Construct food chain of the biotic component

		iv) Characteristics of terrestrial habitat v) Food chain and food web in terrestrial habitat	
10.	<b>CLASSIFICATION OF PLANTS</b>	i) Classification of plants into seed bearing and non seed bearing ii) Classification of plants into cereals and legumes iii) Classification into root crops, vegetables fruits, beverage and drug, oils latex (fibre)	i) Leads students to classify the specimens using agricultural classification
11	<b>DIGESTIVE SYSTEM</b>	i) Types of digestive system (alimentary canal) ii) Description and functions of the parts of alimentary tract iii) Diagram of digestive tract of different groups of organisms.	i) With the aid of dissected specimens, models, charts, teach the alimentary canals of planarium, earthworm, grasshopper, birds and rabbits
12	Revision	Revision	Revision
13	Examination	Examination	Examination

**CHEMISTRY  
FIRST TERM SS 1**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>INTRODUCTION TO CHEMISTRY</b> 1. Meaning of chemistry 2. Career prospects tied to chemistry 3. Applications (Hospital, Military, Teaching, Chemical and Petrochemical Industries, Space Science, Agriculture etc).	<b>Teacher:</b> - Defines chemistry, gives examples and illustrations. - Guide students to identify career prospect in chemistry. - Uses posters and charts to guide class discussion.  <b>Instructional Resources:</b> - Pictures of chemical industries and laboratories. - Posters and charts. Instructional Resources: locally available,

		chemical industries.
2	<b>INTRODUCTION TO CHEMISTRY</b> 1. Adverse effects of chemicals, drug abuse, poisoning, corrosion, pollution. 2. Scientific method.	<b>Teacher:</b> i. Application of chemistry and adverse effect on chemicals. ii. Take students to visit chemical industries e.g. paints, tie and dye, vegetable oil, petrochemical industries. iii. Explain the scientific methods of enquiry using specific examples.
3	<b>CHEMICAL INDUSTRIES</b> 1. Types of chemical industries 2. Importance: - to the individual - to the nation.	<b>Teacher:</b> - Uses pictures of some local industries to guide students to identify chemical industries in Nigeria. - Initiates and guide discussion on the economic importance of the chemical industries. <b>Instructional Resources:</b> - Pictures - Charts
4	<b>CHEMICAL INDUSTRIES</b> Excursion to chemical industries	<b>Teacher:</b> - Takes students on field trips to chemical industries. - Guides students to observe: i. the processes going on in the industries ii. the various ways these industries degrade the environment. iii. Suggest ways of reducing environmental problems. <b>Instructional Resources:</b> Chemical industries in the locality
5	<b>STANDARD SEPARATION TECHNIQUES FOR MIXTURES</b> 1. Classification of substances 2. Filtration, Evaporation, Decantation, Floatation, Frostation. 3. Crystallization and Fractional Crystallization.	<b>Teacher:</b> -Guides students to understand underlying principles behind the choice of a separation technique for a particular mixture. -Demonstrates the method of separation. <b>Instructional Resources:</b> -Water -Sand -Common salt -Filter paper -Evaporation dish
6	<b>STANDARD SEPARATION TECHNIQUES FOR MIXTURES</b> 1. Distillation and fractional	<b>Teacher:</b> Demonstrates the method of separation

	distillation. 2. Precipitation 3. Magnetization (magnetism).	<b>Instructional Resources:</b> - Liebig condenser - Magnets
7	<b>STANDARD SEPARATION TECHNIQUES FOR MIXTURES</b> 1. Chromatography 2. Sublimation 3. Pure and impure substances	<b>Teacher:</b> Demonstrates the determination of melting point for solids and boiling points for liquids.  <b>Instructional Resources:</b> - Ink - Separating funnel, - Cubes of sugar.
8	<b>PARTICULAR NATURE OF MATTER</b> 1. Physical and chemical changes 2. Atoms and molecules 3. Dalton's Atomic theory	<b>Teacher:</b> Demonstrates physical and chemical changes using simple examples like burning of candle, salts dissolved in water, burning of magnesium ribbon and preparation of pap (akamu) and starch. ii. To guide students to make chalk ( $\text{CaCO}_3$ ) as a chemical change. <b>Instructional Resources:</b> - Water - Common salt - Sugar - Candle - Matches - Models (coloured beads) - Calcium carbonate (calcium trioxocarbonate iv) [ $\text{CaCO}_3$ ]
9.	<b>PARTICULAR NATURE OF MATTER</b> 1. Constituents of atoms, Protons, Neutrons and electrons. 2. Arrangement of electrons around the nucleus.	<b>Teacher:</b> To guide students to calculate the empirical formula from percentage composition.
10	<b>PARTICULAR NATURE OF MATTER</b> 1. Atomic number, mass number and isotopy. 2. Relative atomic masses based on $\text{C}^{14}$ isotope	<b>Teacher:</b> Guide the students to calculate the relative molecular mass of a compound.
11	Revision	Revision
12	Examinations	Examinations
13	Examinations	Examinations

## CHEMISTRY



## SS 1 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<p><b>CHEMICAL COMBINATION</b></p> <p>1. Periodic Table ( first 20 elements)</p> <p>2. Electronic configuration of atom</p> <p>3. Types of bonds:</p> <p>a. strong bonds (interatomic bonds) e.g. electrovalent (ionic), covalent, coordinate covalent (Dative), metallic bonds.</p>	<p><b>Teacher:</b></p> <p>i. Guides students to:</p> <ul style="list-style-type: none"> <li>- identify the first 20 elements</li> <li>- draw the electronic configuration of these elements</li> <li>- place these elements in their proper position on a blank periodic table template</li> </ul> <p>ii. Explains the types of bonds and their characteristics.</p> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Blank periodic table template</li> <li>- Models</li> <li>- Charts</li> <li>- Table salt.</li> </ul>
2	<p><b>CHEMICAL COMBINATION</b></p> <p>Types of bonds continued:</p> <p>b. Weak bonds e.g. hydrogen bond, van-der waals forces dipole-dipole force of attractions. (intermolecular bonds).</p> <p>4. Systems of naming compounds:</p> <ul style="list-style-type: none"> <li>- conventional</li> <li>- IUPAC</li> </ul> <p>Note: any of these 2 naming systems is acceptable at this level.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Uses simple demonstrations to illustrate the type of bond in common substances like camphor, common salt (NaCl), sulphur, etc.</li> <li>- Teaches students to write conventional and IUPAC names of common substances.</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Sugar</li> <li>- Camphor balls</li> <li>- Some liquids e.g. oil, water</li> <li>- Aerosol.</li> </ul>
3	<p><b>CHEMICAL COMBINATION</b></p> <p>5. States of matter:</p> <ul style="list-style-type: none"> <li>- solid</li> <li>- liquid</li> <li>- gaseous state</li> </ul> <p>6. The kinetic theory and its applications</p>	<p><b>Teacher:</b></p> <p>Initiates class discussion on:</p> <ul style="list-style-type: none"> <li>- states of matter</li> <li>- kinetic theory and change of state.</li> </ul>
4	<p><b>SYMBOLS, FORMULAE AND EQUATION</b></p> <p>1. Chemical symbols of elements and their valencies</p> <p>2. Empirical and molecular formulae</p> <p>3. Law of conservation of matter.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Guides the students to write chemical symbols and formulae correctly.</li> <li>- Guides the students to write and balance chemical equations.</li> <li>- guides students to calculate the empirical and molecular formula of a compound.</li> <li>- perform experiment to illustrate</li> </ul>

		<p>conservation of mass.</p> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Periodic table of elements</li> <li>- Coloured beads.</li> </ul>
5	<p><b>SYMBOLS, FORMULAE AND EQUATION</b></p> <ol style="list-style-type: none"> <li>1. Law of constant composition</li> <li>2. Law of multiple proportions</li> <li>3. Chemical Equations</li> </ol>	<p><b>Teacher:</b> Performs experiments to illustrate:</p> <ul style="list-style-type: none"> <li>- law of Constant composition</li> <li>- law of Multiple proportion</li> <li>- to guide the students to report the experiment in the correct format:</li> <li>- Aim</li> <li>- Objective</li> <li>- Method</li> <li>- Diagram</li> <li>- Result</li> <li>- Discussion</li> <li>- Conclusion</li> </ul>
6	<p><b>GAS LAWS</b></p> <ol style="list-style-type: none"> <li>1. Boyle's law</li> <li>2. Charle's law</li> <li>3. General gas equation</li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Defines Boyle's and Charles' laws</li> <li>- Illustrates Boyle's and Charles' laws</li> <li>- Write the equations for both laws.</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Piston and pump</li> </ul>
7	<p><b>GAS LAWS</b></p> <ol style="list-style-type: none"> <li>4. Gay-Lussac's law</li> <li>5. Avogadro's law</li> <li>6. Ideal gas equation</li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Performs experiments to explain the laws</li> <li>- Effects of temperature on the volume of a gas.</li> <li>- Effects of pressure on volume of a gas.</li> </ul>
8	<p><b>GAS LAWS</b></p> <ol style="list-style-type: none"> <li>7. Graham's law</li> <li>8. Molar volume of gases</li> <li>9. Avogadro's number and the mole concept</li> <li>10. Calculations based on the Gas law.</li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Definition of gases e.g. cotton wool soaked in ammonia solution and conc. HCl.</li> <li>- Volume relations in gaseous reactions.</li> <li>- State the Gay-Lussac's, Avogadro's and Graham's laws.</li> <li>- Solves the relevant calculations.</li> <li>- Explains the relationship <math>PV=nRT</math>.</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Cotton wool and ammonia solution; conc. HCl.</li> <li>- Thermometer and glass vessel etc.</li> </ul>
9	<p><b>ACIDS, BASES AND SALTS</b></p> <ol style="list-style-type: none"> <li>1. Characteristics, Preparations,</li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Provides different ripe and unripe fruits, sour</li> </ul>

	reactions and uses of acids, bases and salts.	milk, some common laboratory indicators. -Guides students to classify indicators into acidic and basic indicators.  <b>Instructional Resources:</b> -Ripe and unripe fruits (mango, orange, pawpaw, grape, lime, etc). -Sour milk.
10	<b>ACIDS, BASES AND SALTS</b> 2. Relative acidity and alkalinity (the pH scale). 3. Deliquescent, Efflorescent and Hygroscopic substances.	<b>Teacher:</b> Guides the students to extracts from flowers as indicators. Demonstrate efflorescence, Deliquescence and Hygroscopic.  <b>Instructional Resource:</b> -Brightly coloured flowers or leaves (hibiscus, croton, ixora, allamanda, bluebells, etc). -Chemicals (NaOH, KOH, HCl, H <sub>2</sub> SO <sub>4</sub> ).
11	<b>ACIDS, BASES AND SALTS</b> Solubility of salts in water.	<b>Teacher:</b> -performs experiments to illustrate neutralization reaction -guides the students in the preparation of salts. -demonstrates solubility of salts.  <b>Instructional Resources:</b> -Distilled water -Acetone -Ethanol -Filter paper -Mortar/pestle, litmus paper -methyl orange, phenolphthalein
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

**CHEMISTRY**  
**SS 1 THIRD TERM**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>WATER</b> 1. Sources of water 2. Types of water (soft and hard water) 3. Water pollutants	<b>Teacher:</b> i. Guides students to: -identify properties of water -list sources of water - list some water pollutants

	<p>4. Uses of water</p> <p>5. Laboratory preparation of water</p>	<p>ii. Demonstrate causes of water hardness.</p> <p>iii. Gives the laboratory properties of water as a reading assignment.</p> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>-charts (preparation of water, uses of water).</li> <li>-water samples (river, well, tap etc)</li> <li>-soap</li> <li>-samples of contaminated water</li> <li>-samples of hard water.</li> </ul>
2	<p><b>CARBON AND ITS COMPOUNDS</b></p> <p>1. Carbon: structure of carbon</p> <p>2. Allotropes of carbon</p> <ul style="list-style-type: none"> <li>-charcoal, graphite and diamond</li> <li>-structure and properties of the allotropes.</li> <li>-the combusting of carbon allotropes.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-Leads the students in a guided identification of carbon containing compounds in and around us.</li> <li>-Explains the relationship between carbon and life by explaining the function of some of the compounds listed above.</li> <li>-Relates the structure of carbon to the formation of various compounds.</li> </ul> <p>Introduces the phenomenon of allotropes using carbon.</p> <p><b>Instructional Resources:</b></p> <ol style="list-style-type: none"> <li>1. Samples of carbon-containing compounds in and around us, e.g. stick, paper, coal etc.</li> <li>2. Models or coloured beads.</li> </ol>
3	<p><b>CARBON AND ITS COMPOUNDS</b></p> <p>3. Coal:</p> <ul style="list-style-type: none"> <li>-different types</li> <li>-industrial distillation of coal</li> <li>-uses and products</li> </ul> <p>4. Coke:</p> <ul style="list-style-type: none"> <li>- gasification and uses.</li> </ul>	<p><b>Teacher:</b></p> <p>Explains the location, method of mining and economic importance of coal and coke.</p> <p><b>Instructional Resource:</b></p> <ul style="list-style-type: none"> <li>-Real examples of crude oil fractions such as petrol (pms), diesel oil, kerosene etc.</li> <li>-Shells, fruits, alkanols.</li> </ul>
4	<p><b>CARBON AND ITS COMPOUNDS</b></p> <p>5. Oxides of carbon:</p> <ul style="list-style-type: none"> <li>-carbon(iv) oxide (carbon dioxide)</li> <li>-carbon(ii) oxide (carbon monoxide)</li> </ul> <p>6. Synthetic gas:</p> <ul style="list-style-type: none"> <li>-manufacture and uses.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Synthetic gas: manufacture and carbon uses</li> <li>-Explains the properties of carbon (iv) oxide, carbon (ii) oxide and trioxocarbonate (iv) salts.</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>-carbonates</li> <li>-glass vessels.</li> </ul>
5	<b>CARBON AND ITS</b>	<b>Teacher:</b>

	<p><b>COMPOUNDS</b></p> <p>7. Carbonic acid (Trioxocarbonate (iv) acid)</p> <p>8. any carbonate (Trioxocarbonate(iv) salts).</p>	Explains the properties of carbonic acid and trioxocarbonate (iv) salts.
6	<p><b>CARBON AND ITS COMPOUNDS</b></p> <p>9. Hydrocarbon and its main classes.</p>	<p><b>Teacher:</b></p> <p>Identifies the location of crude oil in Nigeria.</p>
7	<p><b>CARBON AND ITS COMPOUNDS</b></p> <p>10. Crude oil and natural gas</p> <p>11. Importance of hydrocarbons</p>	<p><b>Teacher:</b></p> <p>List the various fractions of crude oil giving their uses and economic importance.</p> <p><b>Instructional Resources:</b></p> <p>Gas from decaying foods, fruits and vegetables.</p>
8	<p><b>HYDROCARBONS</b></p> <p>1. Structure and valency of carbon</p> <p>2. Meaning and examples of hydrocarbon</p> <p>3. Homologous series (characteristics and naming-IUPAC)</p> <p>4. Saturated hydrocarbons: composition and structure.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-Explains the tetravalent nature of carbon</li> <li>-Define homologous series and state their characteristics.</li> <li>-Identify and write structures of alkanes, alkenes and alkynes.</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>-Models of hydrocarbons.</li> <li>-baromime water</li> <li>-silver trioxonitrate (v) solution</li> <li>-charts</li> <li>-coloured beads.</li> </ul>
9	<p><b>HYDROCARBONS</b></p> <p>5. Isomerism</p> <p>6. Unsaturated hydrocarbons (composition and structure)</p> <p>7. Aromatic hydrocarbon e.g. Benzene structure and properties only.</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-Illustrate with models, the stereo-chemistry of simple hydrocarbons.</li> <li>-Explain and give examples of: aliphatic and aromatic hydrocarbons.</li> </ul>
10	<p><b>PETROLEUM OR CRUDE OIL</b></p> <p>1. Origin and composition of petroleum (crude oil).</p> <p>2. Nigerian and world crude oil reserves.</p> <p>3. Exploration and drilling of crude oil.</p> <p>4. Fractional distillation and major products.</p> <p>5. Location of Nigerian</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-Guides the students in the discussion of origin and composition of crude oil.</li> <li>-Explains the fractional distillation of petroleum and gives the students the list of the major fractions.</li> <li>-Guides the students in identifying Nigerian Refineries.</li> <li>-Explain the term cracking and reforming.</li> </ul>

	Refineries. 6. Cracking and reforming.	<b>Instructional Resource:</b> 1. Pictures: -on exploration of oil -of any refinery in Nigeria -fractional distillation apparatus -petroleum products: kerosene, diesel oil, grease etc.
11	<b>PETROLEUM OR CRUDE OIL</b> 7. Petrochemicals as starting materials or organic synthesis. 8. Quality of petrol: meaning of octane number 9. Natural gas: -occurrence -packaging as liquefied natural gas (LNG) -uses - Economic importance of petrol.	<b>Teacher:</b> -Explains the use of petrochemicals as starting materials for the synthesis of a large number of organic compounds like plastics, synthetic rubber, insecticides, detergents, fibres etc. -Explains the use of octane number in determining the quality of petrol -Explains the occurrence, packaging and uses of natural gases.  <b>Instructional Resources:</b> -samples of plastics, synthetic rubber, insecticides, detergents, fibres, (nylon, Dacron, etc). -cylinder of natural gas.
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

## PHYSICS

### SS 1 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>INTRODUCTION TO PHYSICS</b> -Definition of Physics -Applications of Physics( in automobile, space, aeronautics, electronics, Communication, medicine, warfare, etc) -Career prospects in Physics -Fundamental and derived quantities and their units.	Teacher presents relevant charts to students.
2	<b>POSITION, DISTANCE, AND DISPLACEMENT</b> -Measurement of distance  -Concept of direction	-Teacher to guides the students on the use of the meter rule, the vernier caliper, and micrometer screw gauge. -Teacher to guide the students on the use of compass bearing to indicate direction.

	-Concept of position and position coordinate	-Teacher to guide the students on use of rectangular coordinate axis to locate the position of the objects.
3	<b>TIME</b> -Concept of time -Ways of measuring time	Teacher to guide the students on the use of stop clocks/watches to measure time intervals.
4	<b>MOTION</b> -Types of motion: Random, oscillatory/vibration, translational/rectilinear, rotational motion -Relative Motion	Teacher to use the following to demonstrate types of motion: simple pendulum, loaded spiral spring, rotating fan, etc.
5	<b>MOTION</b> Cause and effects of motion -Types of force i) Contact force ii) Force field  -Friction (Solid Friction) I) Types of Friction: Static friction and dynamic friction ii) Coefficient of limiting friction iii) Advantages and disadvantages of friction iv) Methods of reducing friction	Teacher: Uses of the following to demonstrate contact force and force field: spring balance and magnets
6	<b>SPEED AND VELOCITY</b> -Concept of speed -Concept of velocity -Uniform/Non-uniform speed/Velocity -Distance/Displacement-time graph	Teacher: Runs or rolls an object through a measured distance, measure the time taken and calculate the speed. Guide the students to plot distance-time graph.
7	<b>RECTILINEAR ACCELERATION</b> - Concept of acceleration -Uniform/Non-uniform acceleration -Velocity-time graph -Analysis of rectilinear motion(equations of uniformly accelerated motion)	Teacher: Guides the student on the plotting of velocity-time graph and on the derivation of the three equations of the uniformly accelerated motion. Students to interpret and apply the three equations of motion to solve simple problems.
8	<b>SCALARS AND VECTORS</b> -Concept of scalars -Concept of vectors -Distinction between scalars and vectors -Vector representation	Teacher to guide the student on how to represent vector in their note books.
9	<b>VECTORS</b> -Addition of vectors -Resolution of vectors	Teacher: Leads the students on the use of the force board to determine the resultant of two forces and uses Analytical and graphical methods to

		solve problems on addition and resolution of vectors.
10	<b>WORK, ENERGY AND POWER</b> -Concept of work, energy and power -Inter changeability of work and energy	Teacher uses charts
11	<b>WORK, ENERGY AND POWER</b> -Determination of work, energy and power -Work done in a force field	Teacher uses charts
12	<b>WORK, ENERGY AND POWER</b> -Types of energy(Mechanical) i) Potential energy ii) Kinetic energy -Conservation of mechanical energy -World energy resources i) Renewable energy resources ii)Non-renewable energy resources	Teacher uses charts
13	Revision	Revision
14	Examination	Examination

## PHYSICS

### SS 1 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>HEAT ENERGY</b> -Concept of temperature -Effects of heat i) Rise/fall in temperature ii) Expansion/Contraction iii) Change of state/phase iv) Change of resistance, etc -Expansion in solids and its consequences and application	The teacher to use kinetic theory to explain changes in temperature.
2	<b>THERMAL EXPANSIVITY</b> -Linear expansivity -Area expansivity -Volume or cubic expansivity	Teacher to guide the students on how to solve simple problems involving linear, area and volume expansivity.
3	<b>TRANSFER OF HEAT ENERGY</b> -Conduction -Convection -Radiation	The teacher to lead the students to identify a better absorber of radiant heat between black and shining surface.
4	<b>ELECTRIC CHARGES</b> -Production of charges -Types of charges	The teacher to guide the students in producing charges using different methods.



	<ul style="list-style-type: none"> <li>-Distribution of charges</li> <li>-Storage of charges</li> <li>-Application in lightening conductor</li> </ul>	
5	<p><b>DESCRIPTION AND PROPERTIES OF FIELDS</b></p> <ul style="list-style-type: none"> <li>-Concept of fields</li> <li>-Types of fields( gravitational, magnetic and electric fields)</li> <li>-Properties of fields</li> </ul>	The teacher to use iron filling and bar magnet to show field and field lines.
6	<p><b>GRAVITATIONAL FIELD</b></p> <ul style="list-style-type: none"> <li>-Concept of gravitational field</li> <li>-Acceleration due to gravity</li> <li>-Shape and dimension of the earth</li> </ul>	The teacher to demonstrate the use of ticker-timer to determine acceleration due to gravity.
7	<p><b>ELECTRIC FIELD</b></p> <ul style="list-style-type: none"> <li>-Electric lines of force</li> <li>-Electric current and potential difference</li> <li>-Production of electric current</li> </ul>	The teacher to show lines of force using a test positive charge.
8	<p><b>ELECTRIC FIELD</b></p> <ul style="list-style-type: none"> <li>-Electric circuit</li> <li>-Electric conduction through materials</li> <li>-Ohm's law</li> <li>-Electrical work done in a given circuit</li> </ul>	Teacher to lead the student to make electric circuit from an electric cell, key, the ammeter, voltmeter and resistors in parallel and series.
9	<p><b>PARTICLE NATURE OF MATTER</b></p> <ul style="list-style-type: none"> <li>-Structure of matter</li> <li>i) Evidence of the particle nature of matter</li> <li>ii) Simple atomic structure</li> <li>-Molecules</li> <li>i) Their nature</li> <li>ii) Their size</li> <li>.Brownian motion</li> <li>.Diffusion</li> <li>-States of matter</li> <li>i) Solid</li> <li>ii) Liquid</li> <li>iii) Gas</li> </ul>	<p>The teacher to lead discussion on the concept of the atom; give a simple illustration e.g. Successive cutting of a piece of yam by students.</p> <p>The teacher to use models to illustrate the three states of matter. Guides students to do similar illustrations.</p>
10	<p><b>CRYSTAL STRUCTURE</b></p> <ul style="list-style-type: none"> <li>-Arrangement of atoms in crystal structure</li> <li>-Distinction between crystalline and amorphous substances</li> </ul>	The teacher to provide different substances to identify which is crystalline and non crystalline.
11	Revision	Revision
12	Examination	Examination

## PHYSICS

### SS 1 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>ELASTIC PROPERTIES OF SOLID</b> -Hooke's Law -Young Modulus -Work done in springs and elastic string	Teacher to guide the students to verify Hooke's Law
2	<b>FLUIDS AT REST AND IN MOTION</b> -Surface Tension i) Definition and effects and their applications -Capillarity i) Cohesion ii) Adhesion -Viscosity i) Definition ii) Terminal velocity iii) Application of viscosity	Teacher to lead students to perform simple experiments on surface tension and also lead discussion on the applications of viscosity.
3	<b>PHYSICS IN TECHNOLOGY</b> -Units in industry -Electrical continuity testing -Solar energy -Solar panels or Solar collectors for energy supply	-Teacher to guide the students to construct simple tester. -Lead students to construct solar collector and use it to heat water.
4	<b>EQUILIBRIUM OF FORCES</b> -Resultant and Equilibrant forces -Parallel forces -Moment of a force	The teacher to guide the students on the verification of the principle of moment.
5	<b>CENTRE OF GRAVITY</b> -Stability of objects -Stable -Unstable -Neutral	Teacher to guide the students on how to determine the centre of gravity of given uniform and non-uniform solids.
6	<b>EQUILIBRIUM OF BODIES IN LIQUIDS</b> -Archimedes' Principle -Law of floatation -Density and relative density -Hydrometer	Teacher to guide students to verify Archimedes' principle and also to determine the density and relative density of common materials.
7	<b>LINEAR MOMENTUM</b> -Momentum and Impulse -Newton's law of motion -Conservation of linear momentum	Teacher guides students on the application.

	-Applications of Newton's law of motion	
8	<b>MECHANICAL ENERGY</b> -Application of mechanical energy -Machines: i) Force ratio ii) Velocity ratio iii) Efficiency -Types of Machines i) Levers ii) Pulleys iii) Inclined Plane iv) Wedge v) Screw vi) Wheel and axle vii) Gear wheels, etc	The teacher to use a lever to demonstrate the working of a simple machine. Students should practice the applications.
9	<b>PROJECTILES</b> -Concept of Projectiles -Ways of projecting an object i) Vertical Projection ii) Horizontal projection iii) Projecting at an angle to the horizontal -Simple problems involving range, height, time of flight.	The teacher to use thrown ball against a vertical wall to demonstrate projectile motion. Students should practice the applications
10	<b>CIRCULAR MOTION</b> -Uniform circular motion -Centripetal force -Centripetal acceleration -Centrifugal force -Angular speed and velocity -Example of circular motion	Teacher to use a stone tied to a string to demonstrate circular motion
11	<b>SIMPLE HARMONIC MOTION</b> -Definition of Simple harmonic motion -Displacement, velocity and acceleration of Simple harmonic motion -Energy of simple harmonic motion -Forced vibration and resonance	The teacher to use the simple pendulum, loaded spiral springs, loaded test tube oscillating in a liquid to illustrate simple harmonic motion.
12	Revision	Revision
13	Examination	Examination

**FURTHER MATHS  
FIRST TERM SS ONE**

WEEK	TOPIC / CONTENT	ACTIVITIES
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1	<b>SET I</b> i. Definition of set ii. Set notation methods iii. Types of set: a. Null set b. Singleton c. Finite d. Infinite e. Universal f. Power set g. Number of elements	i. Teacher: Guides the students to define the types of sets and their notation.  ii. Students: use different methods to present sets.  Instructional Resources: charts of sets using the different methods of notation etc.
2	<b>SET II</b> i. set operations a. union b. intersection c. Venn diagrams and applications up to 3 set problem	<b>Teacher:</b> guides students to draw Venn diagrams and how to use them to solve problems. <b>Students:</b> solve problems involving set operations and Venn diagram. <b>Instructional Resources:</b> charts of different operations and of 2-set, 3-sets Venn diagram etc.
3	<b>INDICES</b> i. laws of indices ii. application of indices iii. Indicial equations	<b>Teacher:</b> Drills the students on calculations involving the use of the laws of indices <b>Students:</b> study the steps in solving indicial equations. <b>Instructional Resource:</b> charts on laws of indices and solutions of indicial equations etc.
4	<b>LOGARITHMS</b> i. laws of logarithms ii. change of base of logarithms	<b>Teacher:</b> Drills the students on problems involving the laws of logarithms <b>Students:</b> solve problems involving the use of the laws. <b>Instructional Resources:</b> charts of the laws of logarithms and the rule of change of base of logarithms illustrated with examples etc.
5	<b>COORDINATE GEOMETRY</b> (The straight line I) i. Midpoint of a line segment ii. Gradient of a straight line iii. Distance between two points	<b>Teacher:</b> guides the students to determine the distance between two point. <b>Students:</b> determine problems on the straight line. <b>Instructional Resources:</b> charts on various ideas on the straight line etc.
6	<b>COORDINATE GEOMETRY</b> (The straight line II) i. Conditions for parallelism and perpendicular ii. Equation of a line	<b>Teacher:</b> leads the students to determine the condition for parallelism and perpendicularity. <b>Students:</b> derive the equation of a line in different forms. <b>Instructional Resources:</b> charts of equation of a line in different form.
7	<b>COORDINATE GEOMETRY</b>	<b>Teacher:</b> guides students to determine the

	(The straight line III) i. Transforming non-linear relationship into linear form. ii. Areas of triangles and quadrilaterals.	areas of triangles and quadrilaterals where the coordinates of the vertices are given. <b>Students:</b> transform relations into linear forms. <b>Instructional Resources:</b> charts of transformed relationship etc.
8	<b>SURDS</b> i. Definition of surds ii. Rules for manipulating surds iii. Rationalization of the denominators of surds	<b>Teacher:</b> guides students to the rules for manipulating surds <b>Students:</b> work on examples on rationalizing the denominator <b>Instructional Resources:</b> charts of the rules for manipulating surds.
9	<b>TRIGONOMETRIC RATIOS OF SPECIAL ANGLES</b> i. Trigonometric Ratio of $30^\circ$ , $45^\circ$ and $60^\circ$ ii. Application of trigonometric ratio $30^\circ$ , $45^\circ$ and $60^\circ$ to solve problems without the use of tables.	<b>Teacher:</b> guides students to derive trigonometric ratios of $30^\circ$ , $45^\circ$ and $60^\circ$ <b>Students:</b> derive trigonometric ratios of $30^\circ$ , $45^\circ$ and $60^\circ$ . <b>Instructional Resources:</b> plane figures of right-angled triangles showing angles of $30^\circ$ , $45^\circ$ and $60^\circ$ .
10	<b>LOGICAL REASONING</b> i. The truth table ii. Using p or q, p and q (p $\vee$ q; p $\wedge$ q) iii. P $\Rightarrow$ q, p $\Leftrightarrow$ q iv. Rule, of syntax, simple true or false statement.	<b>Teacher:</b> guides the students to construct truth table. <b>Students:</b> solve practical problems involving the truth table. <b>Instructional Resources:</b> Charts showing examples on truth table. <b>Instructional Resources:</b> charts showing examples on truth table.
11	<b>LOGICAL REASONING</b> i. Rules of logic application to argument ii. Implication and deduction.	<b>Teacher:</b> leads the students on the rules of implication and deduction <b>Students:</b> solve problems on antecedents and consequences of statements <b>Instructional Resources:</b> charts showing conditional statements.
12	Revision	Revision
13	Examinations	Examinations
14	Examinations	Examinations

**FURTHER MATHS  
SECOND TERM SS ONE**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>SEQUENCES AND SERIES</b> i. Definition of sequences and series ii. the $n^{\text{th}}$ term of a sequence and	<b>Teacher:</b> guides students on how find the $n^{\text{th}}$ term of sequences and series. <b>Students:</b> participate in giving examples of sequences.

	series iii. Arithmetic progression (AP)	<b>Instructional Resources:</b> Charts of examples of sequences and series etc.
2	<b>SEQUENCES AND SERIES</b> i. Geometric progression (GP) ii. Solving problems on AP and GP.	<b>Teacher:</b> guides the students to recognize convergent and divergent geometric progression. <b>Students:</b> find the sum to infinity of convergent geometric progressions. <b>Instructional Resources:</b> charts of examples of convergent and divergent geometric progressions etc.
3	<b>FUNCTIONS</b> i. Definition of a function ii. Types of function (a) One to one (b) Onto function (c) Inverse function (d) Identity function (e) Constant function (f) Circular function	<b>Teacher:</b> guides the students to define the types of functions. <b>Students:</b> gives examples of types of functions. <b>Instructional Resources:</b> charts of types of functions etc.
4	<b>FUNCTIONS</b> ai. Logarithmic function ii. Exponential functions bi. Application of functions ii. Solutions to problems on functions	<b>Teacher:</b> Drills students on problems on function <b>Students:</b> learn the steps in solving problems on functions <b>Instructional Resources:</b> charts of solutions of some problems on functions etc.
5	<b>VECTORS IN TWO DIMENSIONS</b> i. Scalars and vectors - zero vectors - negative vectors ii. Vector addition and subtraction iii. Scalar multiplication of vectors iv. Magnitude and direction of vectors v. Unit vector.	<b>Teacher:</b> guides the students to identify vectors and scalars <b>Students:</b> perform simple operations on vectors <b>Instructional Resources:</b> charts of directed line vectors etc.
6	<b>VECTORS IN TWO DIMENSIONS II</b> i. Triangle law of vectors ii. Parallelogram law of vectors iii. Resolution of vectors	<b>Teacher:</b> leads students to resolve vectors. <b>Students:</b> resolve vectors in given direction <b>Instructional Resources:</b> charts of resolved vectors etc.
7	<b>VECTORS IN TWO DIMENSION III</b> i. Scalar (dot) product ii. Application of scalar (dot) product	<b>Teacher:</b> directs students to apply scalar product in geometry and trigonometry <b>Students:</b> Define scalar product <b>Instructional Resource:</b> charts of geometrical application of scalar product etc.

8	<b>MEASURE OF LOCATION</b> Mean, mode, median (for grouped data)	<b>Teacher:</b> guides students to determine the measures of location of data. <b>Students:</b> Determine the measures of location of data. <b>Instructional Resources:</b> charts of determined measures of location etc.
9	<b>MEASURE OF LOCATION</b> i. Decile ii. Percentile iii. Quartile	<b>Teacher:</b> guides the students to determine the measures of location of data. <b>Students:</b> determine the measures of location <b>Instructional Resources:</b> charts of determined measures of location etc.
10	<b>MEASURE OF DISPERSION</b> i. Range ii. Inter-quartiles	<b>Teacher:</b> guides the students to determine the measures of dispersion of data <b>Students:</b> determine the measures of dispersion of data <b>Instructional Resources:</b> charts of determined measures of dispersion
11	<b>MEASURE OF DISPERSION</b> i. mean deviation ii. standard deviation iii. Coefficient of variation	<b>Teacher:</b> guides the students to determine the measures of dispersion of data <b>Students:</b> determine the measures of dispersion of data. <b>Instructional Resources:</b> charts of determined measures of dispersion of data.
12	Revision	Revision
13	Examinations	Examinations

**FURTHER MATHS  
THIRD TERM SS ONE**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>LINEAR INEQUALITIES</b> i. Linear inequalities in one variable ii. Linear inequalities in two variables.	<b>Teacher:</b> guides students to solve linear inequalities in one and two variables <b>Students:</b> solve problems on linear inequalities in one and two variables <b>Instructional Resources:</b> the number line etc.
2	<b>LINEAR INEQUALITIES</b> i. Graphs of linear inequalities in two variables ii. Region that satisfies linear inequalities	<b>Teacher:</b> leads students to plot the values in graph sheet from the graph board <b>Students:</b> solve problems on linear inequalities in two variables <b>Instructional Resources:</b> Graph board, graph book etc.
3	<b>CALCULATING AND</b>	<b>Teacher:</b> guides students on how to use the

	<b>PROCESSING DEVICES I</b> i. Abacus ii. Decimal and binary systems	calculating devices <b>Students:</b> solve problems on the binary systems <b>Instructional Resources:</b> Abacus, four figure tables, slide rules, calculators, computer etc.
4	<b>CALCULATING AND PROCESSING DEVICES II</b> i. Flow charts ii. Application of flow charts	<b>Teacher:</b> guides students to draw flow charts <b>Students:</b> draw flow charts <b>Instructional Resources:</b> charts of flow charts.
5	<b>OPERATIONS RESEARCH</b> i. Definition of operations research ii. History and nature of operations research	<b>Teacher:</b> guides the students to define operations research <b>Students:</b> tell the history of operations research <b>Instructional Resources:</b> charts of historical development of O.R.
6	<b>MODELS I</b> i. models of operations research ii. linear programming models iii. Transportation iv. Assignment models	<b>Teacher:</b> guides students to distinguish models <b>Students:</b> construct models that can distinguish the models. <b>Instructional Resource:</b> charts on the model
7	<b>MODELS II</b> Practical application of models	<b>Teacher:</b> guides students on practical problems on the models of operations research. <b>Students:</b> participate in solving practical problems using the model. <b>Instructional Resource:</b> charts on solution of problems that involves the models.
8	<b>BINARY OPERATIONS I</b> i. Definition of binary operation ii. Laws of binary operation a. Associative law b. Commutative c. Distributive	<b>Teacher:</b> helps the students in defining binary operations on sets <b>Students:</b> study various binary operations defined in sets. <b>Instructional Resources:</b> charts of standard operations on standard sets.
9	<b>BINARY OPERATIONS II</b> i. laws of complementation as in sets ii. identity elements iii. inverse of an element	<b>Teacher:</b> treats each type of law with examples <b>Students:</b> solve problems involving the laws. <b>Instructional Resources:</b> charts displaying the laws of binary operations.
10	<b>BINARY OPERATION III</b> Multiplication tables of binary operations	<b>Teacher:</b> guides the students to draw the multiplication tables of binary operations on sets with examples. <b>Students:</b> draw multiplication table of some given binary operations. <b>Instructional Resource:</b> charts of



		multiplication tables.
11	Revisions	Revisions
12	Examinations	Examinations
13.	Examinations	Examinations

**AGRICULTURAL SCIENCE  
FIRST TERM SS ONE**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>Meaning and Importance of Agriculture</b> i. Definition of Agriculture ii. Branches of Agriculture iii. Importance of Agriculture to the individual, community and the nation.	Class discussion
2	<b>Problems of Agricultural Development in Nigeria</b> Problems created by inadequate: i. Land ii. Basic amenities iii. Finance iv. Transportation v. Shortage and processing facilities vi. Agricultural education and extension vii. Tools and machinery viii. Farm inputs.	Class discussion
3	<b>Solutions to the Problems of Agriculture in Nigeria</b>  Possible solutions to identified problems	Class discussion
4	<b>Husbandry of Selected Crops (Root and tuber crops) e.g. yam, cassava, sweet potatoes.</b> i. Method of propagation ii. Climatic and soil requirements iii. Land preparation iv. Manuring and fertilizer application v. Harvesting, processing and storage of the selected crops	Cultivate at least a crop suited to the local environment.
5	<b>Husbandry of selected crops (cereals) e.g. maize, rice etc.</b> i. Method of propagation ii. Climatic and soil requirements iii. Land preparation, planting dates, seed rates, spacing, sowing depth iv. Manuring and fertilizer requirements and application v. Harvesting, processing and storage	Keep appropriate farm records

6	<b>Land and its uses</b> i. Definition of land ii. Uses of land for: - Agriculture - Forestry - Wildlife	Class discussion/take the students to the school farm land, orchard.
7	<b>Factors affecting Land availability</b> Factors affecting land availability for agricultural purposes: i. Alternative uses of land e.g. building of cities, towns, industries, roads ii. Soil type and topography	Class discussion
8	<b>Husbandry of Oil crops e.g.</b> Oil palm, melon, groundnut. i. Method of propagation ii. Climatic and soil requirements iii. Land preparation (pre-planting and planting operations) iv. Manuring and fertilizer requirements v. Harvesting, processing and storage of oil crops	Grow at least one of the oil crops
9	<b>Husbandry of beverage e.g.</b> cocoa, tea and coffee i. Method of propagation ii. Climatic and soil requirements iii. Land preparation (pre-planting operations) iv. Manuring and fertilizer requirements v. Harvesting, processing and storage of beverage.	Keep appropriate farm records
10	<b>Husbandry of latex crop e.g.</b> rubber i. Method of propagation ii. Climatic and soil requirements iii. Land preparation, nursery requirements iv. Manuring and fertilizer requirements and application v. Harvesting, processing and storage	Keep a good farm record
11	<b>Practical:</b> Identification Identification of the common crops available e.g. oil palm fruits, cocoa pod, kola nut, rubber seed, cotton seed and lint, groundnut pod, different species of maize etc.	Students should identify each crop by knowing their names (common), and botanical
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

**AGRICULTURAL SCIENCE  
SECOND TERM SS ONE**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>Anatomy and Physiology</b> i. Meaning of anatomy and physiology ii. Systems of the body: - Digestive (monogastric and ruminant) - Reproductive system	Identification of various organs on charts, pictures and models.
2	<b>Systems of the body of farm animals</b> Systems of the body: - Circulatory system - Respiratory system - Nervous system	i. Identify the internal organs of a freshly slaughtered animal. ii. Draw and label those organs
3	<b>Reproduction in farm animals</b> i. Oestrus cycle with emphasis on heat period ii. Mating in farm animals iii. Gestation period iv. Parturition v. Lactation and colostrums	i. Students should detect animals on heat ii. Draw a chart (table) indicating the gestation period of the very common farm animals.
4	<b>Egg formation in poultry</b> Processes of egg formation in poultry	i. Describe the process of egg formation in poultry ii. Draw a chart or picture showing the different stages of egg formation
5	<b>Role of hormones in reproduction</b> The role of hormones in reproduction	State the role of hormones in reproduction
6	<b>Livestock management</b> Live stock management techniques: - Good housing - Feeding	i. Rear at least one of the animals from each group – ruminant and non-ruminant  ii. keep appropriate farm records
7	<b>Livestock management</b> Live stock management techniques: - Hygiene - Finishing	Keep appropriate farm records
8	<b>Husbandry of Pulses (groundnut, cowpea)</b> - Method of propagation - Climatic and soil requirements - Pre-planting and planting operations - Manuring and fertilizer requirements - Harvesting, processing and storage	Keep appropriate farm records

9	<b>Husbandry of fibre crops e.g. cotton</b> <ul style="list-style-type: none"> <li>- Method of propagation</li> <li>- Climatic and soil requirements</li> <li>- Pre-planting and planting operations</li> <li>- Manuring and fertilizer requirements</li> <li>- Harvesting, processing and storage of fibre</li> </ul>	Keep appropriate farm records
10	<b>Rock formation</b> <ul style="list-style-type: none"> <li>- Definition of rocks</li> <li>- Rock types: e.g. igneous, sedimentary and metamorphic</li> <li>- Rock formation processes/soil formation</li> </ul>	Collect and identify rock types
11	<b>Practical:</b> Identification of rock. Identification of the various rock types.	Collect the different rock types and identify them for the students.
12	Revision	Revision
13	Examination	Examination

**AGRICULTURAL SCIENCE  
THIRD TERM SS ONE**

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Sources of farm power</b> Sources of farm power: <ul style="list-style-type: none"> <li>- Human</li> <li>- Animal</li> <li>- Mechanical</li> <li>- Electrical</li> <li>- Solar</li> <li>- Wind</li> <li>- Water</li> </ul>	i. class discussion ii. use one or two students to perform one farm activity in the farm (human power) iii. observe the use of mechanical farm power (machine)
2	<b>Mechanization</b> <ul style="list-style-type: none"> <li>- Definition of mechanization</li> <li>- Explanation of mechanization in a broad term</li> </ul>	Visit to mechanized farms or agro-service centres.
3	<b>Prospect of mechanization</b> The advantages of mechanization: <ol style="list-style-type: none"> <li>i. Increased productivity</li> <li>ii. Reduced drudgery</li> <li>iii. Timeliness of operations etc.</li> </ol>	Observe the use of mechanical or electrical farm powers
4	<b>Problems of mechanization</b> (a) Disadvantages of mechanization:	Observe and compare a newly worked land with machines with

	<ul style="list-style-type: none"> <li>- displacement of workers</li> <li>- destruction of soil structure</li> <li>- environmental pollution</li> <li>- compaction of soil</li> </ul> <p>(b) Limitations:</p> <ul style="list-style-type: none"> <li>- economic limitations</li> <li>- technical knowhow</li> <li>- small holdings</li> </ul>	manually worked land.
5	<p><b>Prospects of mechanization</b> Possible ways of improving Agriculture through mechanization:</p> <ul style="list-style-type: none"> <li>- financial empowerment to farmers</li> <li>- emphasis on technical education to train and have enough technicians</li> <li>- increase holdings</li> </ul>	Class discussion
6	<p><b>Factors of production</b> Factors of production:</p> <ul style="list-style-type: none"> <li>- Land</li> <li>- Labour</li> <li>- Capital</li> <li>- Management</li> </ul>	Excursion to large scale agricultural establishment
7	<p><b>Farm manager</b> Functions of a farm manager: Planning, organizing, supervising etc.</p>	<ul style="list-style-type: none"> <li>i. state the functions</li> <li>ii. explain the functions</li> </ul>
8	<p><b>Agricultural financing</b> Sources of farm financing:</p> <ul style="list-style-type: none"> <li>i. Agricultural banks</li> <li>ii. Commercial banks</li> <li>iii. Cooperative societies</li> <li>iv. Money lenders</li> <li>v. Individuals</li> </ul>	<ul style="list-style-type: none"> <li>i. state the various sources of farm credit and finance</li> <li>ii. explain the sources</li> </ul>
9	<p><b>Agricultural financing</b> Sources of farm financing continues</p> <ul style="list-style-type: none"> <li>vi. Savings and thrift society</li> <li>vii. Self financing</li> <li>viii. Government</li> <li>ix. Others</li> </ul>	<ul style="list-style-type: none"> <li>i. Explain the sources</li> <li>ii. use professional (guest lecturer) bank officials</li> </ul>
10	<p><b>Implications of farm credits</b> The implication of farm credits e.g. interest rates</p>	Explain the implications of credits (loan) especially from commercial banks
11	<p><b>Practical:</b> Identification of farm machines and their parts</p>	Visit to agro-service centres
12	Revision	Revision
13	Examination	Examination

**PHYSICAL EDUCATION  
SS1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>Foundation of Physical Education</b> Principles and philosophies of founding fathers Changes in concept of Physical Education</p>	<ul style="list-style-type: none"> <li>-The teacher discusses the philosophies of the founding fathers</li> <li>- Explains the changes in the concept of physical Education</li> <li>- the students compare the philosophies of the founding fathers and mention some changes in the concept of physical Education</li> <li>- Instructional Resources textbook, Audio visual aids and CD-ROMs</li> </ul>
2	<p><b>Concept Of The Whole Man</b> Over view concept of the whole man -Unitary nature of man - Education of the physical and education through the physical the role of physical education in developing the mind and body of man</p>	<ul style="list-style-type: none"> <li>- The teacher explains the disadvantages of over emphasizing one aspect of life at the expense of the others e.g. placing more emphasis on the physical at the expense of emotional or social</li> <li>-Describes the role of physical education in developing the mind and body.</li> <li>- The students state the relationship between the mind and body</li> <li>-List ways physical education develops the mind and body</li> <li>- Instructional Resources textbooks, charts etc.</li> </ul>
3	<p><b>Physical Education Ideologies</b> -Nationalism and patriotism in physical education and sport - Definition of Nationalism and patriotism -Patriotism using Greeks, Spartans and Athenians as example</p>	<ul style="list-style-type: none"> <li>- The teacher defines nationalism and patriotism</li> <li>-Explains nationalism and patriotism giving examples</li> <li>- Relates ideologies in physical education to national ideologies</li> <li>-The students give examples of patriots in sports</li> <li>- discuss national ideologies that can be developed through physical education</li> <li>- Instructional Resources: Textbook, posters etc.</li> </ul>

4	<p><b>Recreation</b></p> <ul style="list-style-type: none"> <li>-Definition and importance of recreational activities</li> <li>- Characteristics of recreational activities</li> <li>- Differences among work, rest, recreation, leisure and sports.</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines recreation, rest and leisure</li> <li>- Explains the objectives of recreation</li> <li>List some recreational activities</li> <li>-The students participate in class discussions by defining the key words</li> <li>- Mention the objectives of recreation, rest and leisure</li> <li>- State some local recreational activities, facilities and equipment.</li> </ul> <p>Instructional Resource:-poster, pictures, open spaces, CD-ROMs, sports facilities and equipment</p>
5	<p><b>Recreation Continues</b></p> <p>Types of recreational activities (indoor and outdoor)</p>	<ul style="list-style-type: none"> <li>-The teacher classifies recreational activities into indoor and outdoor</li> <li>- Explains the various activities under indoor and outdoor</li> <li>- Mentions the equipment and facilities in both indoor and outdoor activities</li> <li>- The students identify indoor and outdoor activities</li> <li>- Enumerates the equipment and facilities in both indoor and outdoor activities</li> </ul>
6	<p><b>Competitive Sports</b></p> <p>Intramural and Extramural sports activities</p> <ul style="list-style-type: none"> <li>-Minor and major games and sports</li> </ul>	<p>The teacher defines intramural and extra mural activities</p> <ul style="list-style-type: none"> <li>-Explains minor and major games</li> <li>- differentiate between minor and major games with examples</li> <li>-the students discuss intra and extra mural activities</li> <li>- gives examples of minor and major games</li> </ul> <p>-Instructional Resources: playground, charts, textbooks sporting equipment etc.</p>
7	<p><b>Competitive Sports (Tournament)</b></p> <p>Definition of tournament</p> <ul style="list-style-type: none"> <li>-Types of tournaments e.g. single, Double  Elimination and Round robins</li> <li>-Advantages and Disadvantages of each tournament</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines tournament</li> <li>-Lists the types of tournament</li> <li>-Explains the various types, it's advantages and disadvantages</li> <li>-Mentions some advantages and disadvantages of the various types of tournament</li> <li>-Instructional Resources;- charts for the various types of tournament Rules books of different sports etc.</li> </ul>
8	<p><b>Traditional Physical Education And Sports In Nigeria</b></p>	<ul style="list-style-type: none"> <li>-The teacher narrates the history of traditional sports in Nigeria</li> </ul>

	<ul style="list-style-type: none"> <li>-Origin of traditional sports in Nigeria</li> <li>-types of traditional sports</li> <li>-values /Importance of traditional sports</li> </ul>	<ul style="list-style-type: none"> <li>-Mentions the types of traditional sports</li> <li>-state values (importance of traditional sports)</li> <li>-the students identify some traditional sports and games</li> <li>-Mention some values of traditional sports and games</li> <li>-Practice some of the traditional sports and games</li> <li>-Instruction Resources textbooks, pictures, CD-ROMs Local musical equipment.</li> </ul>
9	<b>Athletics And Sports</b> <ul style="list-style-type: none"> <li>-Definitions</li> <li>-Class of athletics events</li> <li>-The sprints</li> <li>-a the start</li> <li>-b the acceleration</li> <li>-c finishing</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines athletics and sports</li> <li>-Mentions the classes of athletics and sports races (Bunch, medium and Elongated)</li> <li>- The students practice the types of start in sprint and the stages in running</li> <li>- Instructional Resources;- starting block, whistle / starting gun, stop watch, Rules book and pillar.</li> </ul>
10	<b>Athletics And Sports (Relay Races)</b> <ul style="list-style-type: none"> <li>-Relay Races</li> <li>Definition</li> <li>-Types of relay races</li> <li>-The baton exchange</li> <li>-Types of baton exchange (visual and non –visual)</li> <li>-the exchange zone (20m zone)</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines relay race</li> <li>-Lists the types of relay race</li> <li>-Describes the method of baton exchange</li> <li>-Specifies the exchange zone</li> <li>-students practice the baton exchange within the exchange zone and take note.</li> <li>-Instructional Resources;- Relay baton, whistle/ starting gun, pillar, starting block, spike shoes, rules books etc,.</li> </ul>
11	Revision	Revision
12	Examinations	Examinations

**PHYSICAL EDUCATION  
SS1 SECOND TERM**

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>Traditional Sports in West Africa</b> <ul style="list-style-type: none"> <li>-Origin of the sports</li> <li>-The significance of the traditional sports in west Africa</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher narrates the history of traditional sports in west Africa</li> <li>-Mentions the significance of traditional sports in west Africa</li> <li>-The students participate in the classroom discussions</li> <li>-List some traditional sports in west Africa</li> <li>Instructional Resources –posters, CD-ROMs, Textbooks etc.</li> </ul>



2	<p><b>Modern Physical Education And Sports In West Africa</b></p> <ul style="list-style-type: none"> <li>-Modern physical Education in Nigeria</li> <li>- Contribution of the pioneer of physical Education in Nigeria and west Africa</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher explains modern physical Education in Nigeria</li> <li>-mentions the contribution of the pioneers of physical education in Nigeria and other west Africa nations.</li> <li>- The students take note and mention some pioneers of Physical Education in west Africa</li> <li>-Instructional Resource posters, textbooks, CD-ROMs etc.</li> </ul>
3	<p><b>National Sports Championship</b></p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Organization and administration of national championships</li> <li>-Types of national championships e.g. <ul style="list-style-type: none"> <li>a) National Championships organized by different sports Associations (NSC) and its significance</li> <li>b) Organized by corporate organizations</li> <li>c) Organized by Nigerian school sports federation (NSSF)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines national championship</li> <li>-Explains the organization and administration of national championships</li> <li>-Lists the types of national championships</li> <li>-The students listen, ask questions and take down notes</li> <li>-Instructional Resources : text books, charts illustrating the types of championships, CD-ROMs, etc</li> </ul>
4	<p><b>Institutional Sports</b></p> <ul style="list-style-type: none"> <li>-The Nigeria Universities Games association (NUGA)</li> <li>-The Nigerians polytechnics Games Association (NIPOGA)</li> <li>-The Nigerian Advanced teachers colleges and colleges of Education Game Association (NATCEGA)</li> <li>-Their National development</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher lists and explains the various institutional sports</li> <li>-Explains the importance of institutional sports to national development</li> <li>-The students participate in class discussions, ask questions and take notes</li> <li>-Instructional Resource pictures, charts, CD-ROMs etc.</li> </ul>
5	<p><b>International Spots</b></p> <ul style="list-style-type: none"> <li>-ECOWAS Games</li> <li>-Definition</li> <li>-Membership</li> <li>-Functions</li> <li>-Importance of ECOWAS Games to the region, local Secretariat of ECOWAS</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines the term ECOWAS</li> <li>-Enumerates the ECOWAS nations</li> <li>-Mentions the functions of ECOWAS</li> <li>-Explains the importance of ECOWAs Games to the various regions and mentions the ECOWAs headquarter.</li> <li>-The students participate in the classroom discussion and take note</li> <li>-Instructional Resources charts, CD-ROMs picture, Textbooks etc.</li> </ul>
6	<p><b>The Skeletal System</b></p> <ul style="list-style-type: none"> <li>-Definition</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines skeletal system and joins</li> </ul>

	<ul style="list-style-type: none"> <li>-Types of bones</li> <li>-Joins-</li> <li>-Definition</li> <li>-Kinds of joins</li> </ul>	<ul style="list-style-type: none"> <li>-Guides the student to identify and label the main parts of the skeletal</li> <li>-The students draw and label the parts of the skeleton</li> <li>-Instructional Resources;- picture, textbooks, CD-ROMs, projectors and diagrams</li> </ul>
7	<p><b>The Circulatory System</b></p> <ul style="list-style-type: none"> <li>-The heart muscle</li> <li>-Effects of training on the heart</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher guides the students to draw and label the different parts of the heart and explains the different between veins, and arteries</li> <li>-Discusses the effects of training on the heart</li> <li>-Students draw and label the different parts of the heart, participate on the heart –</li> <li>Instructional Resources –Diagrams, textbooks CD-ROMs, projector and pictures.</li> </ul>
8	<p><b>Blood Circulatory System</b></p> <ul style="list-style-type: none"> <li>-The blood circulation</li> <li>-Functions of bold</li> <li>-Types of blood circulation</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher discusses the composition of blood</li> <li>-Explains the functions and differentiate between the two types of circulation (pulmonary and systemic circulation)</li> <li>-Students participate in class discussion listen and explain the function of blood, asks question and copy notes.</li> <li>-Instructional Resources</li> <li>-Diagram, projectors, pictures CD-ROMs and textbooks.</li> </ul>
9	<p><b>The Respiratory System</b></p> <ul style="list-style-type: none"> <li>-The structure of the lungs</li> <li>-Functions</li> <li>-Types of respiration</li> <li>-Effects of exercise on respiration</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher draws and labels the respiratory system</li> <li>-Explains the structure and functions of the lungs</li> <li>-Discusses types respiration and explains the effects of exercises during respiration</li> <li>-Students draw and label the respiratory system</li> <li>-Participate in class discussion and take notes</li> <li>-Instructional Resources;- CD-ROMs, projectors, pictures&lt; textbooks and diagrams.</li> </ul>
10	Revision	Revision
11	Examination	Examinations

**PHYSICAL EDUCATION  
SS1 THIRD TERM**

WEEK	TOPIC/ CONTENT	ACTIVITIES
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1	<p><b>Ball Games (Soccer)</b></p> <ul style="list-style-type: none"> <li>-Skills in soccer</li> <li>-safety in soccer</li> <li>-kits, equipment and facilities</li> <li>-rules and regulations in soccer</li> <li>-officials in soccer and their duties.</li> </ul>	<p>The teacher explains and demonstrates the skills in soccer</p> <ul style="list-style-type: none"> <li>-Lists the protective kits in soccer</li> <li>-Explains the basic rules and regulations enumerates the equipment and facilities in soccer</li> <li>-Mentions the officials and their duties</li> <li>-The students practice the various skills</li> <li>-Soccer pitch, ball, boots, shin, guards, CD-ROMs, whistle, corner flags, stop watch.</li> </ul>
2	<p><b>The Hockey Games</b></p> <ul style="list-style-type: none"> <li>-Types of hockey</li> <li>-Dimensions of the hockey pitch</li> <li>Equipment and facilities and their functions</li> <li>-Officials and their duties in hockey</li> </ul>	<p>The teacher discusses the types of hockey</p> <ul style="list-style-type: none"> <li>-Draw the hockey pitch,</li> <li>-Lists the equipment and their functions</li> <li>-Demonstrates some of the skills in hockey</li> <li>-Supervises the students while they practice</li> <li>-List the officials and their duties</li> <li>-Students demonstrate the skills and participate in class discussions</li> <li>-Instructional Resources;- Hockey sticks and balls, head protector for goal keeper, shin guards, boot, the pitch textbooks.</li> </ul>
3	<p><b>Racket Games (Table Tennis)</b></p> <ul style="list-style-type: none"> <li>-Brief history of table tennis and the nature of the game</li> <li>-Table tennis specification</li> <li>-Equipment</li> <li>-Basic skills</li> <li>-rules and regulations of the game.</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher explains the history of table tennis and the nature of the game</li> <li>-Drawn and explain the dimension of the table tennis</li> <li>-Lists the basic skills</li> <li>-Enumerates the rules and regulations</li> <li>-The students listen and take notes</li> <li>-Draw the table tennis with specification</li> <li>-Practice the skills</li> <li>-Mention the rules in the game</li> <li>-Instruction Resources;- the table, balls, net, bats etc.</li> </ul>
4	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>-Brief history and the nature of the game</li> <li>-Types of court in tennis</li> <li>-Equipment and facilities</li> <li>-The skills in tennis</li> <li>-Rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher narrates the brief history of the game and it's nature</li> <li>-Mention the types of court in tennis</li> <li>-Draws and explains the tennis court</li> <li>-Mention the equipment and lists the skills</li> <li>-Enumerates the rules and regulations</li> <li>-The students practice the skills</li> <li>-Participate in class discussions</li> <li>-Draw the tennis court with specifications</li> <li>-Instructional Resources the tennis court, tennis racket\bat, tennis balls the net, CD-ROMs</li> </ul>

5	<p><b>Nigerian Traditional Dances</b></p> <ul style="list-style-type: none"> <li>-Different dances from the regions of the country e.g. Atilogwu in Igbo, Fulani, Hausa, Efik and Yoruba dances.</li> </ul>	<ul style="list-style-type: none"> <li>-The teachers explains the various dances</li> <li>-Demonstrates the dance steps</li> <li>-Provides costumes for the various dances</li> <li>-Displays pictures of some costumes</li> <li>-The students listen and take down notes</li> <li>-Practice the dance and dance steps</li> <li>-Instructional Resources – pictures, CD-ROMs</li> <li>-Dance costumes, Radio cassette, local instruments –drums, samba, gong, earthen Rot etc.</li> </ul>
6	<p><b>Nigerians Traditional Dances Continues</b></p> <ul style="list-style-type: none"> <li>-Practical demonstration of traditional dances and dance step.</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher demonstrates the various dances and dance steps</li> <li>-The students practice the dances and the dance steps.</li> <li>-Instructional Resources:- pictures CD-ROMs, dance costumes, radio cassette, local instruments.</li> </ul>
7	<p><b>Physical Fitness</b></p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Components of physical fitness</li> <li>-Classification into health performance\ skills related components</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines physical fitness</li> <li>-Itemizes the components</li> <li>-Classifies the components under health and performance\skills related components</li> <li>-The students listen and take notes</li> <li>-Mention and classify the components of physical fitness</li> <li>-Instructional Resources:- textbooks, posters, charts, CD-ROMs.</li> </ul>
8	<p><b>Physical Fitness Test</b></p> <ul style="list-style-type: none"> <li>-Physical fitness texts activities</li> <li>-Administration of physical fitness tests</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher explains the meaning of physical fitness tests</li> <li>-Demonstrates the selected fitness test</li> <li>-The students demonstrate and practice selected physical fitness test</li> <li>-Discuss the impotence of physical fitness tests</li> <li>-Instructional Resources;- charts, benchers mats, pictures, textbooks, stop watch, and jotters,</li> </ul>
9	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>-Definition of warm-up</li> <li>-Types of warm-up activities</li> <li>-Importance of warm-up activities</li> </ul>	<ul style="list-style-type: none"> <li>-The teacher defines warm-up</li> <li>-Explains the types of warm-up activities</li> <li>-The students listen and write the types of warm-up activities, participate in class Discussions</li> <li>-Instructional Resources:- textbooks, pictures and CD-ROMs</li> </ul>
10	<p><b>Adapted Physical Education Programme</b></p>	<ul style="list-style-type: none"> <li>-The teacher defines major concepts in adapted physical education programme</li> </ul>

	-Definition of major concepts -Categories of people with special needs	-Explains the various categories of people with special needs -The students take notes of the definitions and describe the various special needs they know -Instructional Resources;- picture, posters CD-ROMs etc.
11	<b>Adapted Physical Education Programme</b> -Corrective exercises -Activities for the special needs	-The teacher discusses and demonstrates corrective exercises -Explains activities suitable for different categories of special needs -The students participate in class discussions on activities suitable for different categories of special need conditions -Practice the corrective exercises -Instructional Resources:- -Special equipment -CD-ROMs
12	Revision	Revision
13	Examination	Examinations

**HEALTH EDUCATION  
SS 1 FIRST TERM**

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>MEANING AND SETTING FOR HEALTH EDUCATION</b> -Meaning of health education -Meaning of setting for health education -Types of setting for health education: Home based setting, school based setting, community based setting, health facility based setting, workplace based setting	-Identify school-based setting in their school -Discuss the types of setting for health education with their teacher  <b>INSTRUCTIONAL RESOURCE:</b> Posters, flip charts showing setting for health education, etc.
2	<b>HEALTH PROMOTION</b> -Meaning of health promotion -Differences between health promotion and health education in Nigeria -History of health education in Nigeria	Students should give examples of health promotion in their locality and nationally.  <b>INSTRUCTIONAL RESOURCE</b> Charts, posters showing health promotion programs and activities, etc
3	<b>CELLS AND TISSUES OF HUMAN BODY</b> -Definition of cells and tissues	Teacher guides students to stain and identify the cheek cell using appropriate dyes and microscope. Draw and label the

	<ul style="list-style-type: none"> <li>-Nature of cells and tissues of human body</li> <li>-Meaning of growth and development</li> <li>-Differences between growth and development</li> <li>-Cell division</li> </ul>	<p>stages of cell division.</p> <p><b>INSTRUCTIONAL RESOURCE:</b> Charts showing cell division, microscope check cell, etc</p>
4	<p><b>THE SENSE ORGANS</b></p> <ul style="list-style-type: none"> <li>-Definition of sense organs</li> <li>-Types of sense organs e.g. skin, eye and ear</li> <li>-Structure and functions of sense organs</li> </ul>	<p>Students draw and label sense organs</p> <p><b>INSTRUCTIONAL RESOURCE:</b> Charts showing the sense organs to students, etc</p>
5	<p><b>SENSE ORGANS CONT.</b></p> <ul style="list-style-type: none"> <li>-Defects and diseases of the eye and their corrections</li> <li>-Defects and diseases of the ear and their remedies</li> <li>-Common skin diseases: Eczema, athlete foot, ringworm and scabies</li> </ul>	<p>Teacher guides students to demonstrate how to take care of the skin</p> <p><b>INSTRUCTIONAL RESOURCE:</b> Posters, charts, models showing defects and diseases of sense organs, etc</p>
6	<p><b>SYSTEMS OF THE BODY</b></p> <ul style="list-style-type: none"> <li>-Definition of skeletal and muscular systems</li> <li>-Structure of skeletal and muscular systems</li> <li>-Human movement</li> </ul>	<p>Students draw and label the human skeleton, different types of bones and muscular system</p> <p>Teacher guide students to demonstrate human movement.</p> <p><b>INSTRUCTIONAL RESOURCE:</b> Models, charts posters showing human skeleton and human movement, muscular system, etc</p>
7	<p><b>PHYSICAL HEALTH</b></p> <ul style="list-style-type: none"> <li>-Meaning of physical health</li> <li>-Importance of physical health</li> <li>-Care of human body parts</li> </ul>	<p>Both teacher and students to carry out a simple daily exercise. Students demonstrate how to care for the hands, mouth and other body parts.</p> <p><b>INSTRUCTIONAL RESOURCE:</b> Weighting scale, rulers, charts, posters, real life objects, etc</p>
8	<p><b>COMMUNITY HEALTH SERVICES</b></p> <ul style="list-style-type: none"> <li>-Definition of community health</li> <li>-Community health services and their providers:</li> <li>i) Orthodox services e.g. Primary</li> </ul>	<p>Teacher guide students to list various health services in their locality and explain efforts of their community in health promotion.</p>

	<p>health care</p> <p>ii) Traditional services e.g., Bone setters, birth attendants</p> <p>-Community effort in health promotion, e.g. Awareness campaign</p>	<p><b>INSTRUCTIONAL RESOURCE:</b></p> <p>Charts, posters showing community efforts in health promotion etc</p>
9	<p><b>SCHOOL HEALTH PROGRAM</b></p> <p>-Definition of school health program</p> <p>-List and explain the components of school health program</p> <p>i) Skill based health education</p> <p>ii) Healthful school environment( Physical and biological environment)</p> <p>iii) School health and nutrition services</p> <p>iv) School, home and community relationship</p> <p>-Goal s and objectives of school health program</p>	<p>Students discuss the various components of school health program</p> <p><b>INSTRUCTIONAL RESOURCE:</b></p> <p>National School Health Policy, media (Radio, TV, Newspapers), charts, posters etc</p>
10	<p><b>SCHOOL HEALTH PROGRAM CONT.</b></p> <p>Linkages for promoting school health program(initiatives):</p> <p>i) Health promoting school(HPS)</p> <p>ii) Child friendly school</p> <p>iii) Focusing resources on effective school health(FRESH)</p> <p>iv) Skill based health education(SBHE)</p> <p>v) Life skill(LS)</p> <p>vi) Education for all(EFA)</p>	<p>Students collect information about global health initiatives from mass media and internet.</p> <p>Teacher lead students to discuss global health initiatives for promotion of school health.</p> <p><b>INSTRUCTIONAL RESOURCE:</b></p> <p>Posters and charts , media, National policy on global health initiatives, etc</p>
11	<p><b>HOUSING</b></p> <p>-Criteria for good housing:</p> <p>i) sitting</p> <p>ii) Ventilation</p> <p>iii) Lighting</p> <p>iv) Sanitation</p> <p>-Components of a standard house</p>	<p>Teacher takes students to visit a standard building or an estate to observe the criteria and components of good housing.</p> <p><b>INSTRUCTIONAL RESOURCE:</b></p> <p>Charts, posters, films showing examples of houses and components.</p>
12	Revision	Revision
13	Examination	Examination

**HEALTH EDUCATION  
SS 1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
1	<b>WATER SUPPLY</b> -Definition of water -Sources of water: rain, bore-hole, river, streams, and spring, well and pond	Students demonstrate some methods of water purification.  <b>INSTRUCTIONAL RESOURCE:</b> Posters and charts showing sources of water, cloth filter, alum, etc
2	<b>NUTRITION AND FOOD NUTRIENTS</b> -Definition of i) Nutrition ii) Nutrient -Classes of food nutrients -Sources of food nutrients and their examples	Students bring food stuff to class, classify them and identify their sources.  <b>INSTRUCTIONAL RESOURCES:</b> Real food stuff, posters and charts of food substances, etc
3	<b>BALANCED/ADEQUATE DIET</b> -Definition of balanced adequate diet -Food groups in the locality -Nutritional problems	Students plan a table of balanced/adequate diet.  <b>INSTRUCTIONAL RESOURCE:</b> Posters, charts, real food stuff, etc
4	<b>FACTORS INFLUENCING FEEDING HABITS/CHOICE OF FOOD</b> -Factors influencing feeding habits/choice of food: i) Availability ii) Religion iii) Education iv) Age v) Belief vi) Health vii) Condition viii) Cost	Teacher leads students to illustrate factors influencing feeding habits.  <b>INSTRUCTIONAL RESOURCES:</b> Charts and posters illustrating factors influencing feeding habits.
5	<b>FIRST AID</b> -Definition of First Aid -Relevant terms used in first aid e.g. Casualty etc -Situations in which first aid kits are used -Importance of first aid treatment	Teacher guides students to demonstrate how to apply First Aid  <b>INSTRUCTIONAL RESOURCES:</b> Posters/pictures showing situations that require first aid
6	<b>FIRST AID TREATMENT</b> -Principles of first aid treatment	Students role play an emergency condition.



	-Nature of specific emergency conditions -Contents of a first aid box and uses	<b>INSTRUCTIONAL RESOURCES:</b> Stretchers, blankets, posters, and charts illustrating first aid treatment and box.
7	<b>SAFETY EDUCATION</b> -Definition of safety education -Need for safety education -Principle of safety -Importance of safety education -Healthful school environment	Students role play importance of safety education and healthful school living environment.  <b>INSTRUCTIONAL RESOURCES:</b> Broom, buckets, mop, etc
8	<b>DRUG EDUCATION</b> -Terminologies in drug education: drug abuse, drug dependence, drug misuse, drug addiction, self medication, alcoholism, rehabilitation, etc -Classes of drug commonly abused	Students collect information on effects of drug abuse and participate in class discussion.  <b>INSTRUCTIONAL RESOURCES:</b> Charts showing classes of drugs, First Aid box.
9	<b>DRUG EDUCATION CONT.</b> -Ways of taking drugs in to the body( oral, injection, inhalation, topical and anal) -Drug abuse and consequences of self medication -Differences between drug abuse and drug misuse -Ways of rehabilitating drug addicts	Teacher guides students to discuss characteristics of drug addicts, ways of taking drugs into the body and ways of rehabilitating addicts.  <b>INSTRUCTIONAL RESOURCES:</b> Posters and charts showing ways of taking drugs into the body, First Aid box
10	<b>DISEASES</b> -Definition of disease -Classes of diseases i) Communicable ii) Non Communicable disease -Differences between communicable and non communicable diseases	Teacher leads the students to participate in the discussion on communicable and non communicable diseases.  <b>INSTRUCTIONAL RESOURCES:</b> Posters, charts, showing classes of diseases
11	Revision	Revision
12	Examination	Examination

**HEALTH EDUCATION  
SS 1 THIRD TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
1	<b>COMMUNICABLE DISEASE</b>	Teacher guides students in mentioning

	<ul style="list-style-type: none"> <li>-Definition of communicable disease, epidemiology, prevalence rate etc</li> <li>-Classification of communicable diseases(airborne, water borne, body contact infection)</li> </ul>	<p>types of diseases, their epidemiology and prevalence rate.</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters, charts, graphic presentation of prevalence of diseases</p>
2	<p><b>CAUSES AND PREVENTION OF COMMUNICABLE DISEASES</b></p> <ul style="list-style-type: none"> <li>-Causes of communicable diseases</li> <li>-Conditions for communicable diseases to occur: agent, host and environment</li> <li>-Prevention of communicable diseases</li> </ul>	<p>Students participate in the discussion on the effects of causative agents, host and environment in the cause and spread of diseases</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters, charts, magazines, graphic illustrations etc</p>
3	<p><b>HUMAN REPRODUCTION</b></p> <p>Definition of:</p> <ul style="list-style-type: none"> <li>i) Reproduction</li> <li>ii) Sex gamete</li> <li>iii) Ovulation</li> <li>iv) Menstruation</li> <li>v) Pregnancy</li> <li>vi) Gestation</li> </ul> <ul style="list-style-type: none"> <li>-Description of sex organs</li> <li>-Process of fertilization</li> </ul>	<p>Students draw and label male and female sex organs</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters and charts showing female and male sex organs.</p>
4	<p><b>HUMAN REPRODUCTION</b></p> <ul style="list-style-type: none"> <li>-Foetal development</li> <li>-Care of pregnancy and newborn</li> </ul>	<p>Teacher guides the students in describing the ways in taking care of the pregnancy and the newborn.</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters, charts, CDs, etc showing a pregnant woman and the newborn.</p>
5	<p><b>HUMAN SEXUALITY EDUCATION</b></p> <ul style="list-style-type: none"> <li>-Define:</li> <li>i) Human sexuality</li> <li>ii) Sexuality education</li> <li>iii) Sexual health</li> <li>iv) Sexual reproductive health right</li> <li>v) Gender and equality</li> </ul> <ul style="list-style-type: none"> <li>-Explain the nature of human sexuality</li> </ul>	<p>Students discuss human sexuality and gender equality</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters, charts, etc showing gender equality</p>

6	<p><b>ASSERTIVE COMMUNICATION SKILLS</b></p> <ul style="list-style-type: none"> <li>-Describe assertive and communication skills</li> <li>-List the attributes of communication skills</li> <li>-Differences between assertive and communication skills as applicable to human sexuality</li> </ul>	<p>Students role play assertive communication skills</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters and charts illustrating assertive communication skills.</p>
7	<p><b>FAMILY AND FAMILY HEALTH ROLES</b></p> <ul style="list-style-type: none"> <li>-Family and household</li> <li>i) Definition of: Family, Household</li> <li>-Roles, responsibility and functions of members of the family</li> <li>-Marriage and parenthood</li> <li>i) Types of marriage</li> <li>ii) Process of marriage</li> </ul>	<p>Role play an ideal family set up</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters, charts and CDs showing types of family.</p>
8	<p><b>EMOTIONAL HEALTH</b></p> <ul style="list-style-type: none"> <li>-Definitions of emotional health and social health</li> <li>-Differences between emotional and social health</li> <li>-Inter-relationship between emotional and social health</li> </ul>	<p>Role play emotional conditions</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters and charts showing classes of diseases</p>
9	<p><b>ATTRIBUTES OF EMOTIONAL AND SOCIAL HEALTH</b></p> <ul style="list-style-type: none"> <li>-Definition of</li> <li>i) Personality</li> <li>ii) Personality traits</li> <li>-Personality problems and solutions</li> <li>i) Identification of personality problems</li> <li>ii) Solving personal problems</li> </ul>	<p>Teacher guides students in identifying personal problems and their solutions</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Posters, charts and graphic presentation of prevalence of disease.</p>
10	<p><b>CONSUMER HEALTH EDUCATION</b></p> <ul style="list-style-type: none"> <li>-Consumer health:</li> <li>i) Meaning</li> <li>ii) Products</li> <li>iii) Services</li> <li>-Consumer health education</li> <li>i) Meaning</li> <li>-Features of genuine products and</li> </ul>	<p>Teacher guides students to identify consumer health products and services in the community</p> <p><b>INSTRUCTIONAL RESOURCES:</b> Brochures of health products and brochures of health services organizations.</p>

	services( trade mark, expiry date, etc)	
11	<b>CONSUMER HEALTH PROTECTION</b> -Laws protecting health in Nigeria -Agencies promoting consumer health in Nigeria and their activities( e.g. NAFDAC, SON, Consumer protection board)	Make field trips to agencies promoting consumer health in Nigeria.  <b>INSTRUCTIONAL RESOURCES:</b> Law documents, Brochures of agencies promoting consumer health in Nigeria.
12	Revision	Revision
13	Examination	Examination

## COMPUTER STUDIES

### SS ONE FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>OVERVIEW OF COMPUTER SYSTEM</b> -Definition of computer -Two main constituents of a computer a) computer hardware b) computer software	<b>TEACHER's ACTIVITIES</b> - Leads students to define computer -- Guide students to state the two broad classes of computer. ---States characteristics of a computer. <b>STUDENTS ACTIVITIES</b> ---Participate in class discussions. ---Identify various parts of hardware and software. ---States characteristics of a computer. <b>RESOURCE MATERIALS</b> -A computer set. -parts of computer, charts and pictures.
2	<b>COMPUTER HARDWARE</b> -System unit -peripherals <b>COMPUTER SOFTWARE.</b> -System software -Application software	<b>TEACHER's ACTIVITIES</b> ---lists examples of hardware and software. --- <b>Displays a computer set.</b> <b>STUDENTS' ACTIVITIES</b> ---Identify a computer as electronic machine <b>RESOURCE MATERIALS</b> Parts of computer, charts and picture.

3	<p><b>DATA AND INFORMATION</b>          -Definition of data and information          ---differences between data and information</p>	<p><b>TEACHERS' ACTIVITIES.</b>          ---Lead students to define data and information.          ---State differences between data and information.  <b>STUDENTS ACTIVITIES .</b>          ---participate in class discussions.          ---Identify data as written by the teacher.          ---Observe the keyboard letter arrangement as data.  <b>RESOURCE MATERIALS</b>  <b>Computer; charts and materials.</b></p>
4	<p><b>DATA AND INFORMATION</b>          -Differences between data and information          -Examples of data and information</p>	<p><b>TEACHER'S ACTIVITIES</b>          List examples of data and information          -Displays key arrangement          On the key board as a type of data          -Guides students to type in alphabets or numbers in a related form into computer as information.  <b>STUDENTS' ACTIVITIES</b>          -observe the keyboard letter Arrangement as data.          -Enter alphabets or numbers into data and information.  <b>RESOURCE MATERIALS</b>          Computer, Charts and material.</p>
5	<p><b>COMPUTING DEVICES 1(PRE-COMPUTER AGE TO 19<sup>th</sup> CENTRY)</b>          -Features, Components and use of;</p>	<p>i) Abacus          ii) Slide rule          iii)Napcer's bon          iv)Pascal calculator          v) Lerbnitz multipler          vi) Jacquard's Loom          vii) Charles Babbage          viii) Analytical Engine          ix) Hollerith Census machine          x) Burrough's machine .  <b>TEACHER'S ACTIVITIES</b>          -Guide students to state the features of each computing device.          -Displays their components to student. State their uses'  <b>STUDENTS' ACTIVITIES</b>          -Identify the size and components of each</p>

		<p>device</p> <ul style="list-style-type: none"> <li>-Participate in class discussions</li> </ul> <p><b>RESOURCE MATERIALS</b></p> <p>Charts, pictures, and any available pre—computer age computing device.</p>
6	<p><b>COMPUTING DEVICES II (20<sup>TH</sup> CENTURY TO DATE )</b></p> <ul style="list-style-type: none"> <li>-Features Components and uses of:</li> <li>i) ENIAC</li> <li>ii)EDVAC</li> <li>iii) UNIVAC 1</li> </ul>	<p><b>TEACHER’S ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>-state the features of each computing device</li> <li>-Display their components to students</li> <li>-States their uses</li> </ul> <p><b>STUDENTS’ ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>-Identify size and components of each device</li> <li>-Copy notes from chalkboard.</li> </ul> <p><b>RESOURCE MATERIALS</b></p> <p>Desktop computers, Laptop, Charts and Pictures.</p>
7	<p><b>COMPUTING DEVICES II (20<sup>TH</sup> CENTURY TO DATE)</b></p> <ul style="list-style-type: none"> <li>-Feature; components and uses of:</li> <li>iv)Desk Top Personal Computer</li> <li>v)Laptop and Notebook Computer</li> <li>vi) Palm Top Computer</li> </ul>	<p><b>TEACHER’S ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>-States the features of each Computing device.</li> <li>-Displays their components to students</li> <li>-States their uses.</li> </ul> <p><b>STUDENTS’ ACTIVITIES.</b></p> <ul style="list-style-type: none"> <li>-Identify the size and components of each device.</li> </ul> <p><b>RESOURCE MATERIALS</b></p> <p>Desktop computer, Laptop, palmtop, charts and pictures.</p>
8	<p><b>INPUT DEVICES.</b></p> <ul style="list-style-type: none"> <li>-Definition of input devices</li> <li>-Types of input devices:- Keyboard, Mouse, Scanner, Microphone, Joystick, Card-reader, Light pen, Digital Camera etc,</li> </ul>	<p><b>TEACHER’S ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>-Leads students to define an input device</li> <li>-Displays input device to students</li> <li>-Leads students to list input devices.</li> </ul> <p><b>STUDENTS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>-Participation in class discussions.</li> <li>-Identify various input devices as displayed in class.</li> </ul> <p><b>RESOURCE MATERIALS</b></p> <p>Keyboard, Mouse, scanner, Microphone, Joystick, Light pen, Cards reader, Digital Camera etc.</p>
9	<p><b>INPUT DEVICES</b></p> <ul style="list-style-type: none"> <li>-Mouse</li> </ul>	<p><b>TEACHER’S ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>-Displays the mouse in the class for</li> </ul>

	-Feature of a mouse -Functions and operation.	students. -Guides students to operate the mouse <b>STUDENTS ' ACTIVITIES</b> -Identify the mouse and its features. -Operate the mouse. <b>RESOURCE MATERIALS</b> Mouse, computer system.
10	<b>KEYBOARD</b> -Structure and function. -Keys on the keyboard:- Function keys , Numeric keys, Alphabetic keys, special Character keys, cursor control keys, command keys.	<b>TEACHERS ACTIVITIES</b> -Displays keyboard in the class for students. -Guides students to operate the keyboard . <b>STUDENTS ACTIVITIES</b> -Identify the keyboard and its features <b>-RESOURCE MATERIALS</b> Keyboard, computer system.
11	Revisions	Revisions
12	Examinations	Examinations

**COMPUTER STUDIES  
SS ONE SECOND TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>OUTPUT DEVICES</b> -Definition of output device: Monitor, Printer speaker, plotter -Features and uses of output device -Monitor:- structure types and functions I-e Monochrome and colour.	<b>TEACHER ACTIVITIES</b> -Leads students to define output devices -displays the output devices in for students -Leads students to list output devices. -States the features of monitors. <b>STUDENTS ACTIVITIES</b> -Identify the output devices as displayed -Switch on the monitor <b>RESOURCE MATERIALS.</b> Monitor, Microphone. Speakers, Charts.
2	<b>OUTPUT DEVICES:-printers, types</b> -Impact Dot matrix printers, line printers, character printers -NON-Impact. Inkjet Printers, Laser jet Printers, Thermal Printers -Comparative study of common	<b>TEACHERS ACTIVITIES</b> Displays different types of printers. -State the features and their differences. -Guides students to operate the printer. <b>STUDENTS ACTIVITIES</b> -Operate the printer under teacher's guidance -Copy notes from the chalkboard into

	printers.	their notes <b>RESOURCE MATERIALS</b> Printers, charts, Computer system.
3	<b>COMPUTER SYSTEM SOFTWARE</b> -Definition of software Types of software: System software( operating system, translator, tools/utility program) and Application software	<b>TEACHER'S ACTIVITIES</b> -Leads students to define computer software -Guides students to name different types of software <b>STUDENTS' ACTIVITIES</b> Identify operating systems displayed on the screen. <b>RESOURCE MATERIALS</b> Computer with windows or Unix operating system installed.
4	<b>COMPUTER SYSTEM SOFTWARE</b> -Examples of operating system e.g. Graphical user interface (GUI), MS windows, Linux. -Command line(Linux, Microsoft, disk operating system (DOS) -Examples of translators e.g. Assemblers, compilers, interpreters	<b>TEACHER'S ACTIVITIES</b> -Leads students to list examples of operating system -Displays operating system environment on the screen <b>STUDENTS' ACTIVITIES</b> -Participate in class discussions -Identify DOS directory at the C. prompt <b>RESOURCE MATERIALS</b> Computer with DOS installed charts and pictures.
5	<b>COMPUTER APPLICATION SOFTWARE</b> -Examples of utility programs(Editors, Anti-virus) -Definition of application software -Types of application software( User application program i.e program written by numbers) and (Application packages) -Categories of application packages e.g. word processing, spread sheet, graphics, database, games.	<b>TEACHER'S ACTIVITIES</b> -Lead students to define application software -Leads students to state categories of application packages <b>STUDENTS' ACTIVITIES</b> Identify application packages as displayed <b>RESOURCE MATERIALS</b> Application packages, charts and pictures
6	<b>COMPUTER APPLICATION SOFTWARE</b> -Packages for specialized areas: Accounting software, Payroll Programs, Banking Software,	<b>TEACHER'S ACTIVITIES</b> -Leads students to list packages for specialized areas <b>STUDENTS' ACTIVITIES</b> Identify different packages for specialized



	Educational Management Software, Statistical Packages, and Hospital Management Software etc.	areas <b>RESOURCE MATERIALS</b> Pictures and charts
7	<b>PROGRAMMING LANGUAGE</b> -Definition of programming language -Levels of programming language: Machine Language(ML), -Low Level Language( LLL), High Level Language( HLL) -Features of each level	<b>TEACFHER'S ACTIVITIES</b> -Leads students to define programming language -Displays a stored programming language on the screen -States the various programming language levels. -Describe features of each programming language level. <b>STUDENTS' ACTIVITIES.</b> -Identify a programming language when displayed on the screen -Describe the features of each level of programming language. <b>RESOURCE MATERIALS</b> Computer, A high level language stored or installed e.g. BASIC environment.
8	<b>PROGRAMMING LANGUAGE</b> -Examples of programming language -Comparison of levels of programming language	<b>TEACHER'S ACTIVITIES</b> Guides students to compare the various levels of programming language. <b>STUDENTS ACTIVITIES</b> Compare the various levels of programming languages. <b>RESOURCE MATERIALS</b> Computer, charts.
9	<b>BASIC PROGRAMMING LANGUAGE</b> -Meaning of "BASIC" (Beginners All-Purpose Symbolic Instructional Code) -Basic Statement: LET, READ, INPUT, DATA, END,L PRINT -Basic character	<b>TEACHER'S ACTIVITIES</b> -Leads students to state the full meaning of 'BASIC' -List Basic character set -List some Basic statement <b>STUDENTS' ACTIVITIES</b> -State the full meaning of 'BASIC' List BASIC character set and some BASIC statements. <b>RESOURCE MATERIALS</b> Computer with BASIC program installed, chart
10	<b>BASIC PROGRAMMING LANGUAGE</b>	<b>TEACHERS ACTIVITIES</b> -Writes BASIC notations for arithmetic

	-BASIC Arithmetic operator -BASIC Arithmetic expressions	expressions -Leads students to write simple BASIC program <b>Students Activities</b> -Write simple BASIC program -Run BASIC program installed, chart <b>RESOURCE MATERIALS</b> Computer with BASIC program installed, chart.
11	<b>BASIC PROGRAMMING LANGUAGE</b> -Evaluation of arithmetic expression -Simple BASIC program	<b>TEACHERS' ACTIVITIES</b> -Write BASIC notations for arithmetic expressions -Guides students to run BASIC program on computer <b>STUDENTS' ACTIVITIES</b> -Write simple BASIC program -Run BASIC program in the computer <b>RESOURCE MATERIALS</b> Computer with BASIC program installed
12	Revisions	Revisions
13	Examinations	Examinations

**COMPUTER STUDIES**  
**SS ONE THIRD TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>COMMUNICATION SYSTEM</b> -Full meaning of ICT -Types of ICT e.g. Broadcasting, Telecommunications, Data Networks, Information Systems, Satellite communications. -Broadcasting: Radio, Television, Satellite TV systems.	<b>TEACHER'S ACTIVITIES</b> -Leads students to state the full meaning of ICT -State types of communications. -List types of broadcasting <b>STUDENTS' ACTIVITIES</b> Identify ICT gadgets <b>RESOURCE MATERIALS.</b> Computer, Radio, Television
2	<b>COMMUNICATION SYSTEMS</b> -Telecommunications: ( Public Switched Telephone Network (PSTN), Mobile phone system (GSM), Circuit switched packet telephone system,	<b>TEACHER'S ACTIVITIES</b> -Display available ICT gadgets, radio, television and computer. -Shows satellite dish in an out-of-class activity.

	<p>Satellite telephone system, Fixed wireless telephone system</p> <p>-Data Networks: (Personal Area Network (PAN), Local Area Network(WAN), Internet.</p>	<p><b>STUDENTS ACTIVITIES</b></p> <p>Access information on internet or other information devices</p> <p><b>RESOURCE MATERIALS</b></p> <p>Internet facility, GSM phone, fax machine.</p>
3	<p><b>COMMUNICATION SYSTEMS</b></p> <p>-Information system: Data processing system, Global positioning system(GPS)</p> <p>-Applications of ICT: Teleconferencing, video conferencing, tele-presence, telecommunication and networking, tele-computing, messaging, information search, retrieval and archival.</p>	<p><b>TEACHER'S ACTIVITIES</b></p> <p>-Leads students to list ICT application areas</p> <p>-Leads students to list ICT based gadgets</p> <p><b>STUDENT ACTIVITIES</b></p> <p>Identify application areas of ICT in an out-of-class activity or through internet or on pictures</p> <p><b>RESOURCE MATERIALS</b></p> <p>Computer, television, internet, ICT-based gadgets available.</p>
4	<p><b>APPLICATION AREA OF ICT</b></p> <p>-ICT-based gadgets – mobile phones, computer, fax machines, automated teller machine(ATM), dispensing machines, point of sales machine, automated cash register(ACR), radio set, etc.</p> <p>-Operation of ICT based gadgets</p>	<p><b>TEACHER'S ACTIVITIES</b></p> <p>-Guides students to operate ICT-based gadgets</p> <p><b>STUDENTS' ACTIVITIES</b></p> <p>-Operate ICT-based gadgets under teacher's supervision.</p> <p><b>RESOURCE MATERIALS</b></p> <p>Computer with DOS installed, charts and pictures.</p>
5	<p><b>BASIC COMPUTER OPERATIONS</b></p> <p>-Description of the booting process</p> <p>-Types of booting: Cold and warm</p> <p>-Components of window desktop: Icons, taskbar, background.</p>	<p><b>TEACHER'S ACTIVITIES</b></p> <p>-Leads students to describe booting process</p> <p>-Leads students to identify icons on the desk top</p> <p><b>STUDENTS' ACTIVITIES</b></p> <p>-Power the computer under the supervision of the teacher</p> <p>-Observe light blinking as booting continues</p> <p><b>RESOURCE MATERIALS</b></p> <p>Computer, power source.</p>
6	<p><b>BASIC COMPUTER OPERATIONS</b></p> <p>-Running an application program e.g. Microsoft word</p>	<p><b>TEACHER'S ACTIVITIES</b></p> <p>-Guides students to run an application program in the</p>

	-The process of shutting down the computer	computer. <b>STUDENTS' ACTIVITIES</b> Run application program under teacher's supervision <b>RESOURCE MATERIALS</b> Computer system
7	<b>WORD PROCESSING</b> -Definition of Word Processing and Word Processor -Examples of Word Processors: Microsoft Word, word perfect, word star. -Features of word processors	<b>TEACHER'S ACTIVITIES</b> -Leads students to define word processing and word processor -States the features of a word processor <b>STUDENTS' ACTIVITIES.</b> -Open word processing environment under teacher's supervision. -Carry out basic word processing operations, hands-on-experience(h-o-e) <b>RESOURCE MATERIALS</b> Computer, word processing packages.
8	<b>WORD PROCESSING</b> -Word processing environment -Using a word processor to: create, edit, format, save, retrieve, print and close.	<b>TEACHER'S ACTIVITIES</b> Guides students to carry out basic operations on word processing hands-on-experience(h-o-e) <b>STUDENTS ACTIVITIES</b> Create document, edit document, save document, close document file and exit word. <b>RESOURCE MATERIALS</b> Computer system
9	<b>PRESENTATION PACKAGES</b> -Definition of presentation package -Example of presentation packages e.g. Microsoft power-point -Features of presentation package: Creation of slides, insertion of pictures, insertion of video and audio, animation, slide shows, creating graphics, creating of organization and other charts.	<b>TEACHER'S ACTIVITIES</b> -Leads students to define and list presentation package -States the features of a presentation package <b>STUDENTS' ACTIVITIES</b> -Identify a presentation program environment <b>RESOURCE MATERIALS</b> Computer with presentation package

10	<b>USING PRESENTATION PACKAGE</b> -Microsoft power point(Open the application, create a new presentation, insert slide contents: text, graphics and pictures)	<b>TEACHER'S ACTIVITIES</b> -Guides students to identify the features of a presentation program -Leads students to carry out basic operation on presentation program <b>STUDENTS' ACTIVITIES</b> Carry out simple presentation operation with power point. <b>RESOURCE MATERIALS</b> Computer with presentation package (e.g. Power point).
11	<b>USING PRESENTATION PACKAGE</b> -Microsoft power point-Animation contents, add new slides, save presentation, close –presentation, close application.	<b>TEACHERS' ACTIVITIES</b> -Lead students to carry out basic operation on presentation program. <b>STUDENTS' ACTIVITIES</b> -Carry out simple presentation operation with power point <b>RESOURCE MATERIALS</b> Computer with presentation package(e.g. Power point)
12	Revisions	Revisions
13	Examinations	Examinations

## SENIOR SECONDARY (BUSINESS)

### FINANCIAL ACCOUNTING SS1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>BOOK-KEEPING AND ACCOUNTING</b>  <ul style="list-style-type: none"> <li>- Meaning</li> <li>- History of accounting</li> <li>- Origin</li> <li>- Accounting as a profession</li> <li>- Future prospects</li> <li>- Users of accounting information</li> <li>- Accounting equation</li> </ul>	Teacher explains the meaning of book keeping and accounting, lists the institutions and organizations where accounting can be studied, ask the students to list professional accounting bodies in Nigeria, specify the prerequisite qualifications for a professional accountant, mention the users of accounting information, state the accounting equation.  Students write short note on book-keeping

	<ul style="list-style-type: none"> <li>- Identify different igeria.</li> </ul>	<p>and accounting, identify the famous accounting bodies in Nigeria, lists the users of accounting information.</p> <p>Resources; resource person, publications, chart.</p>
2	<p><b>BOOK KEEPING AND ACCOUNTING</b></p> <ul style="list-style-type: none"> <li>- The need for book keeping and accounting.</li> <li>- Keeping of accounting records as a soul of business</li> <li>- Valuation of stock</li> <li>- Valuation of assets</li> <li>- Determine debtors creditors</li> <li>- Conservation of assets.</li> <li>-</li> </ul>	<p>Teacher mention the need for book-keeping and accounting, give reasons why the keeping of accounting record is the soul of business, explain the valuation of stock and assets.</p> <p>Students are to mention the need for book-keeping and accounting, listen to the teacher and take notes on stock and assets valuation.</p> <p>Resources; chart, company accounting publication showing preparation of stock valuation.</p>
3	<p><b>ETHICS OF ACCOUNTING</b></p> <ul style="list-style-type: none"> <li>- Explain the term accounting ethics</li> <li>- Accounting ethics; honesty, transparency, integrity, accountability, fairness, objectivity and trustworthiness.</li> <li>- Benefits of accounting ethics to the; profession, society.</li> </ul>	<p>Teacher explains the meaning and importance of qualities of an accountant and how to appreciate the attributes of accounting profession.</p> <p>Students listen to the teacher and take notes.</p> <p>Resources; charts listing ethics/qualities.</p>
4	<p><b>PRINCIPLES AND PRACTICE OF DOUBLE ENTRY</b></p> <ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Principles and rules of double entry.</li> <li>- Application of the rules with ordinary cash book-meaning, format, and preparation.</li> </ul>	<p>Teacher explains the principles of double entry, illustrates the rules of double entry principles using format of ordinary cash book.</p> <p>Students practice some exercise based on double entry.</p> <p>Resources; chart/format.</p>

5	<p><b>DOUBLE ENTRY/THREE COLUMN</b></p> <p>-Double column cash book with emphasis on contra- entry.</p> <p>-The three column cash book with discounts well explained.</p>	<p>Teacher illustrates the double column cash book with emphasis on contra entries.</p> <p>Students work examples based on double column cash book demonstrating the principle of contra entry.</p> <p>Teacher illustrates three column cash book showing discount allowed and discount received.</p> <p>Resources; chart/format.</p>
6	<p><b>DOUBLE ENTRY/THREE COLUMN</b></p> <p>-Further treatment of three column cash book.</p> <p>-The ledgers – meaning and types.</p> <p>-Application to double entry book keeping from cash book.</p> <p>-Posting of transactions to ledger.</p>	<p>Teacher guides the learners to work as many exercises as possible with emphasis on contra entries and discounts well explained in three column cash book, illustrates with examples the application of double entry on the ledger, guide the learners on how to post transactions correctly in the ledger.</p> <p>Students listen and take part in the preparation, application of double entry and correct posting of transactions in the ledger.</p> <p>Explain the meaning/types of ledger accounts.</p> <p>Resources; charts showing format.</p>
7	<p><b>ANALYTICAL CASH BOOK</b></p> <ul style="list-style-type: none"> <li>- Meaning/ definition</li> <li>- Advantages of petty cash book</li> <li>- Analytical petty cash book imprest.</li> </ul>	<p>Teacher explains the meaning and advantages of the petty cash book, illustrates the analytical petty cash book with imprest.</p> <p>Students pay attention, list the advantages of the petty cash book, practice some exercises on the analytical petty cash book with imprest.</p> <p>Resources; charts, invoice, and receipts, a company's petty cash specimen</p>

8	<p><b>ANALYTICAL CASH BOOK</b></p> <p>Petty cash transactions to the ledgers.</p> <p>Preparations.</p>	<p>Teacher guides the students to post petty cash transactions to the ledger.</p> <p>Students demonstrate the posting of petty cash transactions to the ledger.</p> <p>Resources; chart.</p>
9	<p><b>SUBSIDIARY BOOKS AND SOURCE DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Identify and explain source documents</li> <li>- Match source documents to subsidiary books.</li> <li>-</li> </ul>	<p>Teacher explains source document, mention the types of source documents.</p> <p>Students identify the various types of source documents and subsidiary books.</p> <p>Resources; chart, invoice, receipts, credit note, debit note etc.</p>
10	<p><b>SUBSIDIARY BOOKS AND SOURCE DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Reasons for subsidiary books</li> <li>- Types</li> <li>- Preparation of subsidiary books.</li> </ul>	<p>Teacher explains the subsidiary books, give reasons for subsidiary books and mention the types, guide the learners in the preparation of subsidiary books.</p> <p>Students highlight the reasons for subsidiary books, observe the preparation of subsidiary books, demonstrate the preparation of subsidiary books.</p> <p>Resources; chart.</p>
11	<p><b>TRIAL BALANCE</b></p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Rules of trial balance</li> <li>- Uses of trial balance</li> </ul>	<p>Teacher discusses the rules and the uses of trial balance.</p> <p>Students highlight the rules and uses of trial balance.</p> <p>Resources; chart.</p>
12	<p><b>TRIAL BALANCE</b></p> <ul style="list-style-type: none"> <li>- Formation layout</li> <li>- Preparation of final balance</li> <li>- Extraction of balances from the ledger account.</li> </ul>	<p>Teacher guides the learners in preparing trial balance, balancing of trial balance.</p> <p>Students demonstrate the preparation of trial balance.</p>



		Resources; chart.
13	Revisions	Revisions
14	Examinations	Examinations

**FINANCIAL ACCOUNTING  
SS1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>GENERAL JOURNAL</b></p> <ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Uses of the general journal.</li> <li>- Advantages of general journal.</li> <li>- Opening and closing entries.</li> </ul>	<p>Teacher explains the meaning and uses of general journal, illustrates the layout of a typical general journal, illustrates with examples, the opening and closing entries.</p> <p>Students pay attention to the meaning and uses of general journal, demonstrate the opening and closing entries.</p> <p>Resources; chart, receipts, invoice.</p>
2	<p><b>CORRECTION OF ERRORS</b></p> <ul style="list-style-type: none"> <li>- Errors in accounting</li> <li>- Meaning</li> <li>- Errors that affect the trial balance</li> <li>- Errors that do not affect the trial balance</li> <li>- Correction of errors and preparation.</li> </ul>	<p>Teacher guides students in correcting errors that affect the trial balance.</p> <p>Students pay attention and take part in the correction of errors that affect the trial balance.</p> <p>Resources; chart.</p>
3	<p><b>SUSPENSE ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Location and correction of errors</li> <li>- Preparation of suspense account.</li> </ul>	<p>Teacher explains suspense account, guides the students to prepare suspense account.</p> <p>Students observe the preparation of suspense account.</p> <p>Resources; chart.</p>
4	<p><b>CLASSIFICATION OF ACCOUNT - Types</b></p> <ul style="list-style-type: none"> <li>- Personal account</li> </ul>	<p>Teacher explains to the learners the classes of accounts.</p> <p>Students write short notes on the</p>

	<ul style="list-style-type: none"> <li>- Impersonal account</li> <li>- Real and nominal (explain and give example in each class)</li> <li>- Reasons and benefits</li> </ul>	<p>different classes of account.</p> <p>Give reasons and benefits of classifying accounts.</p> <p>Resources; chart.</p>
5	<p><b>BANK RECONCILIATION STATEMENT</b></p> <ul style="list-style-type: none"> <li>- Meaning/definitions</li> <li>- Bank document</li> <li>- Terminologies used in bank reconciliation statement.</li> </ul>	<p>Teacher explains the different types of bank document.</p> <p>Students write short notes on dishonoured cheque, uncredited cheque, unpresented cheque, commission interest.</p> <p>Resources; bank documents, chart.</p>
6	<p><b>BANK RECONCILIATION STATEMENT</b></p> <ul style="list-style-type: none"> <li>- Interpretation of bank statements.</li> <li>- Adjustments of cash books.</li> <li>- Preparation of bank reconciliation.</li> </ul>	<p>Teacher interprets the bank statement, work some examples, adjustment of cash book, bank reconciliation statement preparation.</p> <p>Students prepare adjusted cash book, prepare bank reconciliation statement from a given bank statement, standing order, direct payment, observe the various stages of cash book adjustment, bank reconciliation.</p> <p>Resources; bank documents, charts, resource person.</p>
7	<p><b>ACCOUNTING CONCEPTS</b></p> <ul style="list-style-type: none"> <li>- Define accounting concept.</li> <li>- Identify and explain the accounting concepts e.g. entity concept, going concept, money measurement. Etc</li> </ul>	<p>Teacher guides the students to explain the term accounting concepts, mentions and discusses these concepts.</p> <p>Students write short notes on the accounting concept.</p> <p>Resources; chart.</p>
8	<p><b>TRADING ACCOUNT</b></p>	<p>Teacher explains the items in the trading</p>

	<ul style="list-style-type: none"> <li>- Meaning/definition</li> <li>- Terminologies used in trading account</li> <li>- Preparation of trading account.</li> </ul>	<p>account.</p> <p>Guides the students to prepare trading account.</p> <p>Students identify the various terminologies, demonstrate the preparation of trading account.</p> <p>Resources; chart.</p>
9	<p><b>PROFIT AND LOSS ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Meaning and definition</li> <li>- Identification of profit and loss account items.</li> <li>- Format or layout – shape and vertical method.</li> </ul>	<p>Teacher explains profit and loss account items, draws the format of profit and loss account.</p> <p>Students draw the format of profit and loss account items.</p> <p>Resources; charts.</p>
10	<p><b>TRADING, PROFIT AND LOSS ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Preparation of trading profit and loss account.</li> <li>- Determination of net profit and loss.</li> <li>-</li> </ul>	<p>Teacher guides the students to prepare profit and loss account.</p> <p>Students demonstrate the preparation of profit and loss account.</p> <p>Resources; charts.</p>
11	Revisions	Revisions
12	Examinations	Examinations

**FINANCIAL ACCOUNTING  
SS1 THIRD TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>TRADING, PROFIT AND LOSS ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Preparation of trading and loss</li> </ul>	<p>Teacher guides the students to distinguish between bad debt and provision for bad debt, guides the</p>

	<p>account.</p> <ul style="list-style-type: none"> <li>- Adjustments in profit and loss account.</li> <li>- Bad debts and provision for bad debts, meaning, distinction, posting of entries into ledger and final accounts.</li> <li>- Payment and accruals; meaning, distinctions between pre-payment and accruals.</li> </ul>	<p>learners to solve problem involving bad debts and provision for bad debts in ledger and trading profit and loss account.</p> <p>Students take part in the discussion and activities in the classroom; solve problems involving bad debts and provision for bad debts in ledger and trading profit and loss account preparation.</p> <p>Resources; charts reflecting account payments, prepayments.</p>
2	<p><b>TRADING PROFIT AND LOSS ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Adjustments in profit and loss account.</li> <li>- Posting of pre-payments and accruals into ledger.</li> <li>- Provision for depreciation on fixed assets; meaning and calculation of depreciation.</li> </ul>	<p>Teacher discusses the differences between pre-payments and accruals, demonstrates the posting of pre-payments and accruals to ledger and final account, discusses the provision for discount allowable, demonstrates the posting into ledger and final account, discusses the provisions for depreciation, demonstrates entries into the ledger of provision for depreciation account, trading, profit and loss account.</p> <p>Students copy the posting of pre-payment and accruals to the ledger and final account.</p> <p>Resources; charts.</p>
3	<p><b>BALANCE SHEET</b></p> <ul style="list-style-type: none"> <li>- Meaning/definition</li> <li>- Distinguish between assets and liabilities.</li> <li>- Identification of types of assets and liabilities.</li> <li>- Classification.</li> </ul>	<p>Teacher guides learners to distinguish between assets and liabilities, discusses the different types of assets and liabilities.</p> <p>Students note the differences between assets and liabilities.</p> <p>Resources; charts.</p>

4	<p><b>BALANCE SHEET</b></p> <ul style="list-style-type: none"> <li>- Balance layout/format; -T-shape/conventional method.</li> <li>- Vertical method</li> <li>- Preparations.</li> </ul>	<p>Teacher draws the format/layout of a balance sheet, using the two methods, prepare a balance sheet.</p> <p>Students draw the format/layout of a balance sheet using the two methods, take part in the preparation of a balance sheet.</p> <p>Exercises on preparation of final accounts.</p> <p>Resources; charts.</p>
5	<p><b>CONTROL ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Features of control account</li> <li>- Uses of control account</li> <li>- Terminologies</li> <li>- Preparation of sales ledger control account.</li> </ul>	<p>Teacher guides the learners to identify sales ledger items, prepare sales ledger control account.</p> <p>Students listen and take part in the preparation of sales ledger control account.</p> <p>Resources; a chart.</p>
6	<p><b>CONTROL ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Preparation of purchases control account.</li> <li>- More exercises on sale ledger control/account and purchases ledger control account.</li> </ul>	<p>Teacher guides students to identify purchases ledger items, prepare purchases ledger control account.</p> <p>Students listen and take part in the preparation of purchases ledger control account.</p> <p>Resources; charts.</p>
7	<p><b>DEPRECIATION ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Reasons for charging depreciation.</li> <li>- Causes of depreciation</li> <li>- Methods of depreciation.</li> <li>-</li> </ul>	<p>Teacher mentions the various causes of depreciation, discusses the terminologies of depreciation.</p> <p>Students pay attention.</p> <p>Resources; charts.</p>
8	<p><b>DEPRECIATION ACCOUNT</b></p> <p>Straight line/fixed installment method</p>	<p>Teacher discusses the terminologies used in straight line, guides the students through the calculation and posting of</p>

	<ul style="list-style-type: none"> <li>- Meaning</li> <li>- Formula for calculating depreciation</li> <li>- Preparation of depreciation.</li> </ul>	<p>straight depreciation of final accounts.</p> <p>Students pay attention, participate in the preparation and the calculation, and posting of straight line depreciation.</p> <p>Resources; charts.</p>
9	<p><b>DEPRECIATION ACCOUNT</b></p> <ul style="list-style-type: none"> <li>- Diminishing or reducing balance method.</li> <li>- Meaning</li> <li>- Formula</li> <li>- Preparation</li> </ul>	<p>Teacher explains the terminologies of diminishing depreciation, guides the learners through the calculation and posting of depreciation to final account.</p> <p>Students take part in identifying the depreciation terminologies, demonstrates in the calculation and posting of depreciation to final account.</p> <p>Resources; charts.</p>
10	<p><b>REVISIT ADJUSTMENT</b></p> <ul style="list-style-type: none"> <li>-Bad and doubtful debts provision.</li> <li>-Discount allowed and recurred pre-payment and accruals.</li> </ul>	<p>Teacher guides the students to distinguish between bad debts and provision for bad debt, guides the learners to solve problem involving bad debts, and provision for bad debts in ledger and final account.</p> <p>Students take part in the discussion and activities in the classroom; solve problems involving bad debts and provision for bad debt in ledger and final account.</p> <p>Resources; charts.</p>
11	Revisions	Revisions
12	Examinations	Examinations

## STORE MANAGEMENT

### SS 1 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>REVISION OF JSS EXAMINATION</b>	Teacher revises past questions with student
2	<b>INTRODUCTION TO STORE MANAGEMENT</b> - Meaning and objectives - Importance of store management - Functions of store manager	Teacher explains the concept and objectives of store management. Students identify the importance and function visit to a typical store in their locality.
3	<b>COMPONENTS OF STORE MANAGEMENT</b> - Characteristics of store management - Customer services:- meaning, types and benefits.	Explain and discuss characteristics, meaning, types and benefits of the topic. Students participate in the discussion.
4	<b>PRIMARY FUNCTIONS OF MANAGEMENT AS THEY RELATE TO STORE MANAGEMENT</b> Planning/organizing – meaning and benefits - Leading/directing and controlling meaning and benefit - Staffing – meaning/stages involve in staff recruitment	Discusses the functions of management, illustrates functions with examples in the Student environment. Students participate in the discussion and ask questions. Visit a typical store that operate base on Managerial function.
5	<b>STORE ESTABLISHMENT</b> - Meaning/factors that affect store establishment - Competition and types of business. - Size of business	List points to consider as factors in establishing a store and discuss them, Students take note of the explanation and also participate in the discussion. Charts showing factors to be considered in establishing a store.
6	<b>STORE ESTABLISHMENT</b> - Security and capital - Experience - Source of supply.	
7	<b>INTRODUCTION TO RETAILING AND WHOLESALING</b> - Concept of retailing :- meaning and functions. - Factors to be considered in setting up a trade - Types of retail trade	Teacher discusses concept, functions and types of retailing. Students note explanation and participate.
8	<b>MODERN TREND IN RETAILING</b> - Self-service and branding	Teacher defines each modern trend in retailing, discusses each of them.

	<ul style="list-style-type: none"> <li>- Automatic vending</li> <li>- Pre-packaging and e-retail sales</li> </ul>	Students participate and attempt identifying the differences. Visit to a standard store or organization where self-service, branding, automatic vending, etc is in operation.
9	<b>CONCEPT OF WHOLESALER</b> <ul style="list-style-type: none"> <li>- Meaning of wholesaling and wholesaler</li> <li>- Functions of a wholesaler to the manufacturer and retailer.</li> <li>- Types of wholesaler.</li> </ul>	Teacher discusses and defines concept, types, and function of wholesaling. Students note and participate in the discussion.
10	<b>INTRODUCTION TO WARE HOUSE</b> <ul style="list-style-type: none"> <li>- Meaning of ware housing and ware house, and types of ware house.</li> <li>- Importance of ware house.</li> <li>- Problems that affect the siting of ware house</li> </ul>	Teacher defines and discusses meaning, types and importance of ware house. Students participate by identifying the importance of ware house. Visit a typical ware house in your locality or take a trip.
11	<b>INTRODUCTION TO TRANSPORTATION</b> <ul style="list-style-type: none"> <li>- Meaning and means of transportation:-land, water, air and pipeline</li> <li>- Land – benefits and problems</li> <li>- Water – benefits and problems</li> </ul>	Discuss and list the different means of transportation, their benefits and problems. Students participate and ask questions. Take a trip to any airport, seaport etc. Charts showing types transportation.
12	<b>TRANSPORTATION</b> <ul style="list-style-type: none"> <li>- Air and pipeline - benefits and problems</li> <li>- Factors that determine the means of transportation: cost, risk, distance, etc.</li> <li>- Documents used in the various means of transportation – Airway bill, bill of lading, etc.</li> </ul>	Teacher discusses and list various documents used for transportation. Students participate and ask questions. Documents used in various means of transportation e.g. bus ticket, airway bill, bill of lading, etc.
13	Revision	Revision
14	Examination	Examination

## STORE MANAGEMENT

### SS 1 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>REVISION AND INTRODUCTION</b>	Teacher revises last term work and



	<p><b>TO STOCK</b></p> <ul style="list-style-type: none"> <li>- Revision of first term examination</li> <li>- Stock control – meaning of stock, control and reasons for holding stock,</li> <li>- Types of stock: <ul style="list-style-type: none"> <li>i) Work in progress</li> <li>ii) Consumable materials</li> <li>iii) Finished goods</li> </ul> </li> </ul>	<p>explain the meaning of stock and stock control, reason for holding stock and types of stock.</p> <p>Students listen, note and ask questions.</p> <p>Past question paper, charts showing types of stock.</p>
2	<p><b>TYPES OF STOCK</b></p> <ul style="list-style-type: none"> <li>- Maintenance materials and components</li> <li>- Types of stock record – bin card, stock card</li> <li>- Stock requisition form, purchasing and the issuing procedure.</li> </ul>	<p>List/explain different types of stock records students note and draw different stock records.</p> <p>Stock records – stock card, bin card, stock list</p>
3	<p><b>METHODS OF STOCK CONTROL:</b></p> <ul style="list-style-type: none"> <li>- Manual method: <ul style="list-style-type: none"> <li>i) Perpetual method</li> <li>ii) Periodic method</li> </ul> </li> <li>- Benefits and problems of each.</li> <li>- Continuous stock tally: <ul style="list-style-type: none"> <li>i) Computerized methods</li> <li>ii) Meaning, benefits and problems</li> </ul> </li> <li>- Stock accounting and verification: purpose, procedure and reason for stock discrepancies.</li> </ul>	<p>Teacher discusses different methods of stock control, takes students to computerize store. Discusses stock accounting, verification, purpose, procedure and reasons for discrepancies.</p> <p>Chart showing procedure for stock accounting and verification.</p>
4	<p><b>LEVELS OF STOCK CONTROL</b></p> <ul style="list-style-type: none"> <li>- Maximum level – benefits and problems-Minimum level – benefits and problems Reorder levels – benefits and problems- First in first out (FIFO) – benefits and problems, factors to be considered.</li> </ul>	<p>List and describe different levels of stock, explain benefits and problems.</p> <p>Students participate in listing the benefits and problems.</p>
5	<p><b>METHOD OF ISSUING STOCK</b></p> <ul style="list-style-type: none"> <li>- Last – In – First – Out (LIFO) – meaning and benefit</li> <li>- Problems of LIFO</li> <li>- Factors to be considered.</li> </ul>	<p>List ways of issuing stock and explain them.</p> <p>Students listen and ask questions</p>
6	<p><b>INTRODUCTION TO PRICING</b></p> <ul style="list-style-type: none"> <li>- Meaning and objectives</li> <li>- Types of pricing method: <ul style="list-style-type: none"> <li>i) market skimming</li> <li>ii) product line and their benefit and</li> </ul> </li> </ul>	<p>Teacher explains pricing, state and describes types of pricing.</p> <p>Students participate in the discussion of types of pricing.</p> <p>List prices on cardboard paper.</p>

	<p>problems.</p> <ul style="list-style-type: none"> <li>- Factors influencing pricing decision</li> </ul>	
7	<p><b>PRICING METHODS</b></p> <ul style="list-style-type: none"> <li>- 1. Mark-up and mark-down : - benefits, problems, and <ul style="list-style-type: none"> <li>- a) Target on return pricing and</li> <li>- b) Variable pricing - benefits and problems.</li> </ul> </li> <li>- 2. Organizational policy <ul style="list-style-type: none"> <li>- a) Meaning of organizational policy</li> <li>- b) Characteristics of policies.</li> </ul> </li> <li>- 3 Policy decision <ul style="list-style-type: none"> <li>- a) on employment</li> <li>- b) Customer services</li> <li>- c) Code of conduct</li> </ul> </li> </ul>	<p>Teacher list the method benefits and problems of pricing and explain each of them. Teacher gives and explain the meaning of organizational policy. Students listen and ask questions. Chart showing code of conduct characteristics of policies.</p>
8	<p><b>POLICY DECISIONS</b></p> <ol style="list-style-type: none"> <li>1. a) Health and safety</li> <li>b) Finances</li> <li>c) Fraud</li> <li>d) Recycling etc.</li> </ol> <p>2. Organizational standard and culture</p> <ul style="list-style-type: none"> <li>- Definition, explanation and form of organizational standard. e.g. Code of</li> </ul> <p>3. Productivity standard: customer service, human resources standard, dress standard (Code).</p>	<p>Teacher explains the following terms: standard, productivity standard, standard for customer satisfaction. Students listen and ask questions. Screen projector and laptop.</p>
9	<p><b>QUALITY ASSURANCE STANDARD</b></p> <ol style="list-style-type: none"> <li>1. Quality assurance standard, marketing standard, corporate presentation, documentation of standard, benefits of using standards</li> <li>2. Organizational culture <ol style="list-style-type: none"> <li>a. Meaning of organizational culture</li> <li>b. Types</li> </ol> </li> <li>3. Attitude to work (b) Relationship with workers (c) Relationship with boss (d) dress code (e) Benefits of organizational culture</li> </ol>	<p>Teacher explain quality assurance standard, marketing standards etc. students listen and ask questions Teacher uses role play to explain type of Organizational culture; attitude to customers, relationship with co-workers and boss etc. Students watch films, participate in role- play, ask questions and take notes.</p> <p><b>Teaching Resources</b></p> <ul style="list-style-type: none"> <li>-Role play</li> <li>-Screen projector</li> <li>-Laptop</li> </ul>
10	<p><b>Business Communication</b></p> <ol style="list-style-type: none"> <li>I. Meaning, goals of</li> </ol>	<p>Teacher gives the meaning of business communication, importance</p>

	<p>communication, importance of communication, importance of communication</p> <p>II. Types of communication:</p> <p>a. Oral- benefits &amp; problems</p> <p>b. Written communication- benefits &amp; problems</p> <p>c. Non- verbal- benefits &amp; problems</p> <p>III. Barriers to effective communication</p> <p>Forms of communication</p>	<p>Lists types of communication, benefits and problems.</p> <p>Students listen, participate and ask questions.</p>
11	Revision	Revision
12	Examination	Examination

## STORE MANAGEMENT

### SS 1 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p><b>Business Documents</b></p> <p>I. meaning &amp; types- a. business letter b. business memo, meaning and preparation</p> <p>II. business reports- meaning and preparation</p> <p>III. Circular- meaning &amp; preparation</p> <p>IV. Notices- meaning &amp; preparation</p>	<p>Teacher defines meaning &amp; types of business documents.</p> <p>Students listen, ask questions.</p> <p><b>Teaching Resources</b></p> <p>Business Documents</p>
2	<p><b>Electronic Communication</b></p> <p>I. Meaning, means of electronic communication (a) Fax; explain &amp; demonstrate the use (b) Telephone; explain II. Email- explain &amp; demonstrate (d) radio message- explain</p> <p>III. Electronic money transfer- explain &amp; demonstrate the use.</p>	<p>Teacher defines electronic communication, explains and demonstrates use of electronic means of communication.</p> <p>-Students listen, join in the discussion, observe the communication gadgets while on excursion and discuss in class.</p> <p><b>Teaching Resources</b></p> <p>Fax machine, telephone, internet etc or trip to organizations that use these means of electronic communications.</p>
3	<p><b>Business Law- meaning,</b></p> <p>I. aspects of business law (a) sale of goods act- meaning, features, implied provisions of sale of goods act 1993.</p> <p>II. Rights of the seller &amp; buyer</p> <p>III. law of contract; meaning,</p>	<p>Teacher gives the meaning.</p> <p>-state sale of goods act</p> <p>-explain contract, rights of the seller &amp; buyer to the buyer.</p> <p>-students listen, ask questions, participate in class discussion.</p> <p><b>Teaching Resources</b></p>

	features of contract (a) offer & acceptance (b) consideration	Chart showing features of sale of goods, rights of seller and buyers etc
4	<b>Law of contract cont.</b> I. Intention to create legal backing (d) certainty terms of agreement II.(e)All the parties must have constructional capacity. III.(f) The concept of the parties must be genuine (g) formalities of a contract	The resource person discusses intention to create legal backing. Students listen, note the points and ask questions.  <b>Teaching Resources</b> Bring in a resource person eg a lawyer.
5	I. The object of a contract must be legal. It must be possible to perform II. Discharge of contract (b) Circumstances in which contract can be frustrated III. Remedies for breach of contract.	The resource person with the teacher discusses the object of a contract, discharge of contract. Students note points, ask questions. <b>Teaching Resources</b> Resource person e.g. a lawyer.
6	<b>Business Law cont.</b> I. Law of agency (a) Money duties of the principal, rights of the principal II. Agents, meaning, characteristics and III. Classification of agents	Resource person discusses duties of the principal & rights. -Meaning, character and classification of agents. -Students listen, ask questions. <b>Teaching Resources</b> Resource person e.g. lawyer.
7	I. Appointment of an agent II. Agency cont. III. Duties of an agent, rights of an agent.	Teacher discusses duties of an agent, students listen, ask questions. <b>Teaching Resources</b> Chart showing duties of an agent.
8	<b>Termination of an agency</b> II. (a).Contract of employment meaning (b) duties of an employer III. Rights of employers	Teacher discusses, students participate and ask questions <b>Teaching Resources</b> Chart showing duties of an employer, rights etc
9	<b>Contract of employment cont.</b> I. Duties of an employee II. Rights of an employee III. Rights of a woman in employment of dismissal of employment III. Termination of contract of employment	Teacher discusses duties/rights of an employee. -Students participate, note points etc <b>Teaching Resources</b> Chart showing duties/ rights of employee
10	<b>Government regulation on business</b> I. Meaning, reasons for government regulation of business.	Teacher discusses meaning, reasons, method and benefits derived from the handbook and other textbooks. <b>Teaching Resources</b>

	II. Methods of government regulation of business. III. Benefits of e- government	Handbook on government regulation on business.
11	<b>Government regulatory agencies</b> I. Standards Organization of Nigeria (SON)- meaning, functions II. NAFDAC- meaning & functions III. EFCC- meaning, duties IV. NDLEA- meaning & functions	Teacher with the resource person discusses regulatory agencies and functions. -Students listen, ask questions. <b>Teaching Resources</b> Resource person from NAFDAC, SON, EFCC,
12	Revision	Revision
13	Examination	Examination

**OFFICE PRACTICE  
SS1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>REGISTRATION</b>  - Introduction to office practice - Meaning of practice - Objectives of office practice - Importance of office practice.	Students listen attentively and note the explanation. Write down the notes.
2	<b>THE OFFICE</b>  - Meaning of an office. - Types of office [open or large, and close or small]. - Advantages and disadvantages of small/close office - Advantages/disadvantages of large/open office.	Students listen to the definition and write down in their notes.  Resources; pictures of different diagrams of office on chalk board, charts VCD showing different office setups. Projector (electronic/OHP).
3	<b>FUNCTIONS OF AN OFFICE</b>  - Receiving information - Recording informing - Giving information - Safeguarding information. - Processing information - Storing information.	Students participate in class discussion, answer teacher's questions, copy chalkboard summary.
4	<b>SECTIONS OF THE OFFICE</b>  - The reception - The open registry - The store.	Students listen to the definition and write down notes, participate in class discussion.  Resources; pictures of an office.

5	<b>SECTIONS OF THE OFFICE CONT.</b> <ul style="list-style-type: none"> <li>- The general office</li> <li>- Mail room and its equipment.</li> </ul>	Students listen to the explanation, write down the meaning pictures of office. Resources; envelop sealing machine addressing machine.
6	<b>OFFICE ORGANIZATION</b> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Objectives of office organization</li> <li>- Smooth operation</li> <li>- Realization of organizational goals</li> <li>- Sharing responsibilities</li> <li>- Reduction of fatigue.</li> </ul>	Students note teacher's explanation, ask for classification where necessary.  Resources; pictures, slide show of organization, charts, use projector [with accessories].
7	<b>ORGANIZATIONAL STRUCTURE;</b> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Types.</li> </ul>	Students listen to explanations, ask questions and jot down notes.  Resources; use pictures, slide show of organization.
8	<b>ORGANIZATIONAL CHARTS</b> <ul style="list-style-type: none"> <li>- Meaning.</li> <li>- Types</li> </ul>	Note teacher explanation, copy notes from chalk board.  Resources; charts.
9	<b>PRINCIPLES OF A GOOD OFFICE ORGANIZATION</b> <ul style="list-style-type: none"> <li>- Span of control</li> <li>- Unity of direction/command</li> <li>- Unity of function</li> <li>- Delegation</li> <li>- Specialization</li> </ul>	Students listen to explanation, ask questions, participate in the discussion, jot down points.  Resources; use pictures, charts for illustration.
10	Revision	Revision
11	Examination	Examination

**OFFICE PRACTICE  
SS1 SECOND TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>TYPES OF OFFICE PERSONNEL;</b>	Students note the definitions,

	<ul style="list-style-type: none"> <li>- Meaning, clerical staff, drivers.</li> <li>- Confidential secretary</li> <li>- Their duties.</li> </ul>	<p>participate in the discussion, jot down points.</p> <p>Resources; pictures, charts.</p>
2	<p><b>TYPES OF OFFICE PERSONNEL</b></p> <ul style="list-style-type: none"> <li>- Typist/computer operator</li> <li>- Messenger</li> <li>- Cleaners</li> <li>- Their duties.</li> </ul>	<p>Students listen to explanation, jot down points.</p> <p>Resources; pictures, charts.</p>
3	<p><b>FUNCTIONS OF DIFFERENT DEPARTMENTS IN AN ORGANIZATION</b></p> <p>Meaning and functions of:</p> <ul style="list-style-type: none"> <li>- Administration</li> <li>- Accounts/finance</li> <li>- Personnel/human resource</li> <li>- Marketing/sales.</li> </ul>	<p>Students participate in the discussion and jot down points. Visit organizations, write report on their visit to different organizations.</p> <p>Resources; use charts, pictures.</p>
4	<p><b>FUNCTIONS OF DIFFERENT DEPARTMENTS IN AN ORGANIZATION CONT</b></p> <ul style="list-style-type: none"> <li>- Purchasing department</li> <li>- Transport</li> <li>- Production</li> <li>- Legal and customer service.</li> </ul>	<p>Students listen to explanation, visit an organization, write report on your visitation.</p> <p>Resources; use charts, pictures, projectors, (electronic or OH with accessories).</p>
5	<p><b>OFFICE EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>- Meaning and importance.</li> <li>- Types of office equipment;- manual and electric</li> <li>- Uses and care of these machines.</li> </ul>	<p>Identify the various types of office equipments, practice how to use some of the equipments.</p> <p>Resources; pictures, typewriter, computer, telephone, stapler, calculators, perforators etc</p>
6	<p><b>MANUAL; THEIR USES AND CARE</b></p> <ul style="list-style-type: none"> <li>- Manual typewriter</li> <li>- Perforator</li> <li>- Stapler</li> <li>- Office pins and clips</li> <li>- Office cabinet</li> <li>- Office stamp</li> <li>- Trolleys.</li> </ul>	<p>Students identify the various types of office equipment. Put some of the equipment into practice.</p> <p>Resources; use pictures, some office equipment, office pins, trolleys, office cabinet etc</p>

7	<b>ELECTRIC; THEIR USES AND CARE</b> <ul style="list-style-type: none"> <li>- Electric typewriter (word processor)</li> <li>- Computer</li> <li>- Fax machine</li> <li>- Franking machine.</li> </ul>	Students identify the various types of equipment, practice how to use some of the equipment, e.g electric typewriter, computers, fax machine.
8	<b>OFFICE EQUIPMENTS CONT; USES AND CARE</b> <ul style="list-style-type: none"> <li>- Photocopier</li> <li>- Scanning machine</li> <li>- Shredding machine</li> <li>- Overhead projector</li> </ul>	Students identify the various types of equipment, practice how to use the equipment, give example- photocopier, scanning machine.
9	<b>OFFICE EQUIPMENTS CONT; USES AND CARE</b> <ul style="list-style-type: none"> <li>- Telephone</li> <li>- Duplicating machine</li> <li>- Calculator</li> <li>- Dictating machine</li> <li>- Envelop sealing machine.</li> </ul>	Students identify the various types of equipments, practice the use of equipment, e.g calculator, envelop, sealing machine.
10	<b>OFFICE EQUIPMENT CONT; USES AND CARE</b> <ul style="list-style-type: none"> <li>- Automated time stamp</li> <li>- Dating machine</li> <li>- Addressing machine</li> <li>- Folding machine</li> <li>- Letter opening machine</li> <li>- Factors to be considered in selecting office equipment.</li> </ul>	Students put into practice some of the equipment, give example; addressing machine, laminating, dating machine. Jot down and copy notes on the various types of equipments.
11	Revision	Revision
12	Examination	Examination

**OFFICE PRACTICE  
SS1 THIRD TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>THE RECEPTION</b> <ul style="list-style-type: none"> <li>- Meaning of the reception and the Receptionist.</li> <li>- Job qualities and personal</li> </ul>	Students participate in discussion, jot points down, role-play on the receptionist.



	<p>qualities of a Receptionist.</p> <ul style="list-style-type: none"> <li>- His/her duties/responsibilities.</li> </ul>	
2	<p><b>DOCUMENTS HANDLED BY THE RECEPTIONIST;</b></p> <ul style="list-style-type: none"> <li>- Visitors book/register, visitors slip/form</li> <li>- Telephone message pad, business cards, telephone directory</li> <li>- Steps in answering telephone calls.</li> </ul>	<p>Students enumerate reward for; honesty, truthfulness, integrity, punctuality, devotion to duty etc. fill request forms, visitors' book, telephone pad.</p>
3	<p><b>OFFICE PROCEDURES; MEANING</b></p> <ul style="list-style-type: none"> <li>- Importance, objectives of office procedures.</li> <li>- General office procedures.</li> </ul>	<p>Students make and answer telephone calls.</p>
4	<p><b>OFFICE PROCEDURES CONT;</b></p> <p>Booklet/manual-meaning</p> <p>Contents</p> <p>Steps in changing office procedures.</p>	<p>Diagrams, specimen documents, dummy, telephones, religious publications, film shows, celebrities, books, biographies.</p>
5	<p><b>OFFICE DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>- Meaning.</li> <li>- Types of office documents <ol style="list-style-type: none"> <li>1. Administrative documents: <ol style="list-style-type: none"> <li>a. Nominal roll</li> <li>b. Calendar of events</li> <li>c. Leave roster, etc.</li> </ol> </li> <li>2. Sales documents</li> <li>3. Purchasing/stores documents.</li> <li>4. Other office documents.</li> </ol> </li> </ul>	<p>Teacher explains to students and shows them specimen documents. Samples and diagrams.</p>
6	<p><b>Sales Documents</b></p> <ol style="list-style-type: none"> <li>a. Letter of enquiry</li> <li>b. Quotation</li> <li>c. Catalogue,</li> <li>d. Price list,</li> </ol>	<p>Students participate in the preparation of office documents. State the uses of office documents.</p>
7	<p><b>Sales Documents Cont.</b></p> <ol style="list-style-type: none"> <li>e. Order</li> <li>f. Delivery notes/consignment note</li> </ol>	<p>Students participate in discussion, give examples of documents.</p>

	g. Invoice h. Pro-forma invoice	Resources; delivery note, invoice etc.
8	<b>Sales Documents Cont.</b>  a. Credit note b. Debit note c. Statement of account d. Receipts.	Examples of; credit note, debit note, receipts.
9	<b>Purchasing/ Stores Documents;</b>  a. Requisition form b. Stores record c. Types of store record.	Example of; store records, requisition form.
10	<b>Bank Documents:</b>  a. Bank statement b. Cheque book c. Deposit slip d. Withdrawal slip.	Example of; cheque book, deposit slip, withdrawal slip, bank statement.
11	Revision	Revision
12	Examination	Examination

## INSURANCE

### SS 1 FIRST TERM

WEEK	TOPICS/CONTENT	ACTIVITIES
1	Introduction to Insurance:- i) definition of insurance ii) Insurer and the insured(Policy holder) iii) Insurance Contract(parties involved in insurance contract) iv) Essential features of insurance contracts:-Adhesion, Disclosure, Material factors, insurable interest, and warranty.	Teacher explains insurance contracts, parties in insurance contracts , essential features students participates Instructional resources of word cards
2	Historical development of insurance :- i)pre independent insurance market ii) Post independent insurance market	Teacher gives brief history of insurance. Students narrate the historical development. Instructional resources; magazine, journal.

3	iii) Local legislator for insurance  Risks :- i) Definition of risk, risks and society. ii) Classification of risk a) Fundamental risk b) Speculative risk	Teachers explain the concepts students participates. Give examples of risks at home/roads. Instructional resources:- Chart showing road accident victims/other risks.
4	Classification of Risk:- i) Pure risk ii) particular risk iii) Dynamic risk iv) Static risk, examples of risks in homes, roads and risks organization is expose to	Teacher states classes of risks. Students participates by giving examples of risks at home, on the road and institutions
5.	Hazards :- i) Definition of physical hazard in property with examples(life, motor and liability) ii) moral hazards : landlessness, dishonesty	Teacher explains the concepts with examples. Students participates in describing hazards Instructional resources: - Use of school environments.
6.	Hazards (cont) i) Meaning of peril ii) relationship between risk and peril iii) Relationship between peril and hazard. (distinguish between risk and hazard)	Teacher states the relationship between peril and risk. Students distinguished between the concepts. Instructional resources: - Use of school environments.
7.	Insurable and uninsurable risks:- i) meaning if insurable risks (a) insurable risk in life:- -risk of pre-mature death -risk of disability -risk of retirement -risk of medical expenses etc. b) property risks c) liability risks: employer liability ii) meaning of uninsurable risks with examples- earthquake, war, bad publicity, natural cause.	Teacher explains with examples. Students participate in the discussion. Instructional resources: - Cardboard displaying insurable and uninsurable risk in a tabular form, characteristic of insurable and uninsurable in a tabular form.

	Etc iii) characteristics of insurable and uninsurable risks	
8	Functions of Insurance: I) Primary functions- spreading of insurance risk. ii) Secondary functions- loss prevention, security.etc.	Teacher guides discussion on the concepts. Students state the differences between these concepts. Instructional resources: - Tabular presents.
9	Benefits of Insurance;- i)Important of insurance benefits ii) Benefit of insurance to the individual, society and business organization. iii)Primary, secondary functions of insurance iv) Importance of insurance (reasons why insurance should be encouraged).	Teacher enumerates and explains benefits of insurance. Students state with the example s the benefits of each concept. Instructional Resources: charts.
10.	Insurable interest: i)Meaning of insurable interest ii) Legal requirements of insurable interest. iii) Interest (insurable interest in various classes of insurance life assurance, property.	Teacher explains the concepts, state the essentials of insurable interest. Students give example of insurable interest in life property Instructional Resources: -magazine, chart.
11	Insurance interest(cont): Creation of insurable interest ii) Different between insurable contract and waging contract.	Teacher explains the concept and enumerates differences between insurable contract and waging contract. Students listen and take down notes. Charts.
12	Revision	Revision
13	Examination	Examination

## INSURANCE

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Insurable Interest (cont.) i) creation of insurable interest ii) difference between insurance contract and wagering contract	Teachers explains the concepts Students identify the differences. Instructional Resources: - chart.
2	Principles of insurance i) utmost good faith ii) the insured and the insurer duty of disclosure	Teacher explains with examples Students itemize the point required. Instructional Resources:-charts, magazine, word cards.

	<p>iii) facts required to be disclosed</p> <p>iv) breaches of utmost good faith, effect of a breach</p> <p>v) penalties for breach of duties disclosure</p>	
3	Principles of insurance (cont.)	<p>Teacher explains with examples</p> <p>Students itemize the point required.</p> <p>Instructional Resources:-charts, magazine, word cards.</p>
4	<p>Proximate cause:-</p> <p>i) Definition of proximate cause, examples.</p> <p>ii) Determination of proximate cause.</p> <p>iii) application of simple claims</p> <p>iv) effect of proximate cause on claims</p>	<p>Teacher explains with illustrations the concepts.</p> <p>Students write down the meaning, classifies the insurance peril.</p> <p>Teacher explains with examples</p> <p>Students itemize the point required.</p> <p>Instructional Resources: - charts and journal.</p>
5	<p><b>Indemnity:-</b></p> <p>i) Definition, method of providing indemnity to insurance contract</p> <p>ii) Options available to insurers to execute indemnity(cash, replacement, repair, reinstatement</p> <p>iii) Application of indemnity in property and liability, insurance life.</p> <p>iv) Limitations of indemnity</p>	<p>Teacher explains, gives options/ methods of selling indemnity.</p> <p>Students state its application to property and life.</p> <p>Instructional Resources:- charts</p>
6	<p>Subrogation</p> <p>Meaning of subrogation</p> <p>ii) subrogation rights</p> <p>iii) reasons for subrogation rights</p> <p>iv) How subrogation rights arises</p> <p>v) Sources of subrogation (waiver of subrogation rights):- knock for – knock agreements, third party shaving.</p>	<p>Teacher explains the concepts, state how subrogation rights arises</p> <p>Students give meaning of concepts.</p> <p>Instructional Resources: charts</p>

7	<p>Contribution:-            I definition of contribution            ii. How contribution may arise (conditions required for contribution to arise.            iii. Application of contribution            Iv. Methods/Example applying contribution in a contract, modification to the principles of contribution.</p>	<p>Teacher explains with examples            Students mention conditions for contribution to arise.            Instructional Resources: - charts/ word card.</p>
8	<p>Insurance practice:            i) Proposal form: Meaning and features of proposal forms. Examples (a company , personal details, property details)            ii)function and uses of proposal form            iii) Contracts where proposal forms are used: Fire, burglary/theft, personal accident and sickness, motor insurance.</p>	<p>Specimen of proposal form.            Teachers explain and students identify the specimen together.            Instructional Resources:- specimen of proposal form from a recognized insurance company</p>
9	<p>Cover notes:-            i)Meaning of cover note characteristic, functions and uses of cover notes            ii)contracts where cover notes are issued</p>	<p>Teacher explains cover notes, its function sand applicable contracts where it is issued.            Students state the functions/.characteristics.            Specimen of covered notes.</p>
10	<p>Certificate of insurance:-            Definition of certificate of insurance            ii)certificate of insurance in            -motor insurance            -Marine insurance            -employer liability</p>	<p>Teachers explain the concepts            Students enumerate the component of the typical certificates            Instructional Resources:- specimen document</p>
11	Revision	Revision
12-13	Examination	Examination

## INSURANCE

### THIRD TERM SS1

WEEK	TOPICS/CONTENT	ACTIVITIES
1	Insurance practice: i)Cover notes ii)certificate of Insurance iii) marine insurance	Teacher explains. Students identify specimen document.
2	Policy document:- i)Definition of policy document ii)component parts of a policy documents iii) Contraction of a policy, uses of a policy document.	Teacher explains the concepts, Students identify the component parts of the policy documents. Instructional Resources: - specimen document.
3	Reinsurance. i)Meaning of reinsurance, parties to reinsurance contract ii)Forms of reinsurance facultative and treaty iii) functions of reinsurance iv)Application of reinsurance	Teacher explains with examples. Students identify and state two types of reinsurance and its functions. Instructional Resources:- word card, chart
4	Reinsurance (Cont.)	Teacher explains with examples. Students identify and state two types of reinsurance and its functions. Instructional Resources:- word card, chart
5	Insurance renewal:- i)Meaning of renewal notice, need for renewal notice ii)Consideration at renewals iii)Procedure of renewals iv)Duties of the insurer, insured in processing claims	Teacher explains the concepts Students identify the duties of the parties Instructional Resources:-specimen documents.
6	Insurance renewal( cont) i) Legal status of renewal notice. ii) long term agreement (LTA) iii)The use of NCD and LTD to ensure renewal iv) Reasons for renewal of contracts.	.Teacher explains concepts. Students state reasons for renewals Instructional resources : chart



7	Insurance claims: i) Meaning of claims notification ii) Duties of the insured and underwriters (insurer) in claims.	Teachers explain the concepts Students identify specimen. Instructional resources:-Charts.
8	Insurance claims (cont.) i) Duties of loss Assessors and adjusters.	Teacher explains the concept. Students list duties of Loss Assessors. Charts.
9.	Insurance premium:- i) Meaning of premium, premium in life and non life ii) Premium loading (factors that are considered before loading a premium). iii) How premium can be returned.	Teacher makes use of table to explain the concepts. Students list factors to be considered before loading a premium. Use of chart.
10	Insurance premium cont. i) Total return of premium ii) Reason for total return of premium. iii) Partial return of premium iv) Reason for partial return of premium	Teacher explains the concepts. Students enumerate reasons for partial return of premium Use of chart, use of word card
11	Revision	Revision
12-13	Examinations.	Examination

**COMMERCE  
SS1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>INTRODUCTION TO COMMERCE</b>	Teacher should discuss

	<ul style="list-style-type: none"> <li>- Meaning</li> <li>- Scope functions</li> <li>- Characteristics</li> <li>- E- commerce, meaning, and functions</li> </ul>	<p>commerce in detail, identify the differences between commerce and e-commerce.</p> <p>Students to participate actively in class discussion from the board.</p> <p>Resources; diagrams/charts.</p>
2	<p><b>HISTORY OF COMMERCE</b></p> <ul style="list-style-type: none"> <li>- Historical background of commerce in Nigeria.</li> <li>- Factors affecting the growth of commerce.</li> <li>- The barter system.</li> </ul>	<p>The teacher guides the students' discussion on evolution of commerce in Nigeria and leads the discussion on barter system.</p> <p>Resources; cowries and museum materials.</p>
3	<p><b>OCCUPATION</b></p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Classifications; industrial, commercial and services occupation.</li> <li>- Factors that determine types of occupation and employment.</li> </ul>	<p>Teacher discusses occupation and types in detail and lists factors affecting employment.</p> <p>Students participate actively in the class discussion.</p> <p>Resources; a diagram illustrating types of occupation.</p>
4	<p><b>PRODUCTION</b></p> <ul style="list-style-type: none"> <li>- Meaning and types of industry (primary &amp; secondary).</li> <li>- Commerce (aids trade).</li> <li>- Services/tertiary (direct &amp; indirect)</li> </ul>	<p>Teacher discusses production in details.</p> <p>Students copy notes.</p> <p>Resources; illustrate with a diagram.</p>
5	<p><b>PRODUCTION</b></p> <ul style="list-style-type: none"> <li>- Factors determining the volume of production.</li> <li>- Factors of production ; land, labor, capital, entrepreneur.</li> <li>- Division of labour; meaning, advantages and disadvantages.</li> <li>- Limitations to division of labour.</li> <li>- Specialization and exchange.</li> <li>- Interrelationship between</li> </ul>	<p>Teacher picks a production of simple products like envelop in the class and divides labour amongst the students.</p> <p>Students participate actively in their groups.</p> <p>Resources; charts, eco-journals.</p>

	production, division of labour, exchange and specialization.	
6	<b>TRADE</b> <ul style="list-style-type: none"> <li>- Meaning and types of trade.</li> <li>- Home trade</li> <li>- Foreign trade</li> <li>- Entrepot trade</li> <li>- Relationship among the different types of trade.</li> </ul>	<p>The teacher uses the diagram to illustrate the different types of trade.</p> <p>Students copy the illustration.</p> <p>Resources; diagram and chart.</p>
7	<b>HOME TRADE</b> <ul style="list-style-type: none"> <li>- Characteristics and functions of retail trade, highlight the features, advantages and disadvantages of retail trade.</li> <li>- Factors to be considered before setting up retail shop.</li> <li>- Small scale retailing; hawking, mobile shops, kiosk etc</li> <li>- Meaning, characteristics, advantages, and disadvantages of each.</li> </ul>	<p>The teacher could arrange visit to two or more retail shops and interview the owners.</p> <p>Students participate actively.</p> <p>Resources; charts, journals, pictures.</p>
8	<b>SMALL SCALE RETAILING</b> <ul style="list-style-type: none"> <li>- Store/market trader- meaning, characteristics, features, advantages and disadvantages.</li> <li>- Unit/tied shop- meaning, characteristics, features, advantages and disadvantages.</li> <li>- Reasons for survival or small scale retailers.</li> <li>- Problems of small scale retail business.</li> </ul>	<p>The teacher arrange visit to market shops and interviews the owners.</p> <p>Students argue for and against the elimination and survival of retailers and wholesalers in trade.</p> <p>Resources; charts, pictures, journals.</p>
9	<b>LARGE SCALE RETAIL TRADE; TYPES</b> <ul style="list-style-type: none"> <li>- Super market; meaning, features, advantages and disadvantages.</li> <li>- Departmental store; meaning, features, advantages, and disadvantages.</li> <li>- Multiple/chain store; meaning, features, advantages and disadvantages.</li> </ul>	<p>Teacher explains the organizational set-up of each of the retail trade.</p> <p>Students participate fully in the discussion.</p> <p>Resources; examples of supermarkets and departmental</p>

		store in Nigeria.
10	<b>LARGE SCALE RETAIL</b> <ul style="list-style-type: none"> <li>- Mail order business r firms; meaning, features, advantages and disadvantages.</li> <li>- Hyper market- meaning, features, adv. &amp; disadvantages.</li> <li>- Variety store/one top shop- meaning, features, advantages and disadvantages.</li> <li>- Retail/whole sale co-operative society; meaning, features, advantages and disadvantages.</li> <li>-</li> </ul>	Teacher examines the organizational set up of each type of retail trade, and also examines the role of wholesaler in the chain of distribution.
11	<b>MODERN TREND IN RETAILING</b> <ul style="list-style-type: none"> <li>- Branding –meaning, advantages and disadvantages.</li> <li>- Self services; meaning, advantages and disadvantages.</li> <li>- After sale services- meaning, advantages and disadvantages.</li> <li>- Describe necessary documents used in home trade.</li> </ul>	
12	<b>MODERN TREND CONTD.</b> <ul style="list-style-type: none"> <li>- Vending machine; meaning, advantages, and disadvantages.</li> <li>- Reasons why retail trade may fail.</li> </ul>	
13	Revision	Revision
14	examination	examination

**COMMERCE  
SS1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>WHOLESALE TRADE</b> <ul style="list-style-type: none"> <li>- Meaning and functions to the;               <ol style="list-style-type: none"> <li>a. Manufacture</li> <li>b. Retailer.</li> </ol> </li> </ul>	Teacher discusses functions of wholesale in detail.  Students copy notes from the

	<ul style="list-style-type: none"> <li>- Differences between wholesaler and retailer.</li> <li>- Channels of distribution</li> <li>- Factors to be considered before choosing a particular channel of distribution.</li> </ul>	<p>board.</p> <p>Teacher illustrates with diagram the channels of distribution.</p> <p>Resources; diagram, charts.</p>
2	<p><b>MIDDLE MEN</b></p> <ul style="list-style-type: none"> <li>- Meaning, elimination and survival of the middlemen.</li> <li>- Criticism/reasons that may warrant the elimination of middlemen.</li> <li>- Types of wholesalers.</li> <li>- Merchant wholesaler; functions and types.</li> <li>- Agent middlemen; types, brokers, manufacturers, agent and auctioneers.</li> <li>- Commission agent, del credere agent.</li> </ul>	<p>Teacher discusses the activities of middlemen in business.</p> <p>Students participate in argument for and against the elimination of middlemen in the chain of distribution.</p>
3	<p><b>WARE HOUSING</b></p> <ul style="list-style-type: none"> <li>- Warehousing;- meaning and importance.</li> <li>- Types of warehousing, bonded warehousing.</li> <li>- State/queen's warehousing</li> <li>- Public warehousing</li> <li>- Manufacturer's warehousing.</li> </ul>	<p>Teacher lists and explains in detail types of warehousing.</p> <p>Students participate actively in discussing of types of warehousing.</p>
4	<p><b>FOREIGN TRADE</b></p> <ul style="list-style-type: none"> <li>- Meaning and types (bilateral and multilateral)</li> <li>- Advantages and disadvantages of foreign trade.</li> <li>- State barriers to foreign trade.</li> <li>- Differentiate between export, import and entrepot.</li> <li>- Procedures for foreign trade.</li> </ul>	<p>Teacher guides students in class discussion, gives division of foreign trade and lists the barriers.</p> <p>Students writes notes on the topic.</p> <p>Resources; diagram and documents of foreign trade and brochures from custom and exercise etc</p>
5	<p><b>BALANCE OF TRADE AND BALANCE</b></p>	<p>Teacher differentiates between balance of trade and balance of</p>

	<p><b>OF PAYMENT</b></p> <ul style="list-style-type: none"> <li>- Distinguish between balance of trade and balance of payment.</li> <li>- Reasons for imposing tariffs/restrictions in foreign trade.</li> </ul>	<p>payment.</p> <p>Students participate actively in the discussion.</p> <p>Resources; documents used in foreign trade (samples)</p>
6	<p><b>DOCUMENTS USED IN FOREIGN TRADE</b></p> <ul style="list-style-type: none"> <li>- Mail transfer, documentary credit, letter of hypothecation.</li> <li>- Foreign bill of exchange, travelers cheque, telegraphic transfer, etc</li> <li>- Custom and exercise functions.</li> <li>- Nigerian export promotion council;- functions.</li> </ul>	
7	<p><b>NIGERIAN AIRPORT AUTHORITY</b></p> <ul style="list-style-type: none"> <li>- Nigerian airport authority and Nigerian ports authority;- functions.</li> <li>- Nigerian export authority;- functions.</li> <li>- Commodity exchange;- meaning, types of tradeable commodities, agricultural produce, solid minerals, oil and gas. (list commodities and classify)</li> <li>- Requirements for trading, grading system, warehousing, clearing system, standardizing.</li> </ul>	<p>Teacher discusses function of Nigerian ports authority, and Nigerian airport authority, guides students to some commodities produced in Nigeria.</p> <p>Students differentiates types of commodities, i.e agricultural produce, solid minerals, oil and gas.</p> <p>Resources; organize excursion to airport, etc, use pictures, charts, and sample of commodities.</p>
8	<p><b>COMMODITY EXCHANGE CONTD</b></p> <ul style="list-style-type: none"> <li>• Types (spot, forward features), method of trading, open, outcry, electronic.</li> <li>• Benefits of commodity exchange.</li> <li>- Increase in agricultural production.</li> <li>- Stabilization in agricultural product pricing.</li> <li>- Encourage exploration of solid minerals,</li> </ul>	<p>Teacher guides students to identify commodities to be exchanged.</p> <p>Students copy notes on commodity exchange.</p> <p>Resources; pictures, charts, samples of commodities.</p>

	<ul style="list-style-type: none"> <li>- Foreign exchange earnings,</li> <li>- Increased agricultural output and quality.</li> <li>• Constraints to commodity trading;</li> <li>- Inadequate supply</li> <li>- Poor storage</li> <li>- Bad weather</li> <li>- Ethical issues</li> <li>- Middlemen, inadequate knowledge of commodity exchange.</li> </ul>	
9	<p><b>COMMODITY EXCHANGE</b></p> <ul style="list-style-type: none"> <li>- Differentiate between commodity and stock</li> <li>- Items traded; tangible and intangible methods of pricing.</li> <li>- Sole proprietorship; meaning, features and sources of capital, advantages and disadvantages.</li> <li>- Partnership; meaning, types, formation and agreement.</li> </ul>	<p>Teacher leads discussion on sole proprietorship.</p> <p>Students suggest the advantages, disadvantages and the sources of capital.</p> <p>Resources; journals and charts.</p>
10	<p><b>PARTNERSHIP CONTD</b></p> <ul style="list-style-type: none"> <li>- Sources of capital;- advantages and disadvantages.</li> <li>- Dissolution</li> </ul>	<p>Teacher leads discussion on partnership, and distinguishes between sole proprietorship and explains different types of partnership.</p> <p>Students participate in class discussion and copy notes.</p> <p>Resources; sample of partnership deed.</p>
11	Revision	Revision
12	Examination	examination

**COMMERCE  
SS1 THIRD TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>- Types of occupation</li> </ul>	The teacher invites a business executive like a banker or insurance broker, to give a talk

	<ul style="list-style-type: none"> <li>- Career opportunity</li> <li>- Requirements for the various careers, factors to be considered before choosing career.</li> <li>- Career hazard</li> </ul>	<p>on their profession.</p> <p>Students listen to and ask questions.</p> <p>Resources; pictures of workers at work.</p>
2	<p><b>CO-OPERATIVE SOCIETIES;</b></p> <ul style="list-style-type: none"> <li>- Definition, formation, characteristics and history of co-operative movement.</li> <li>- Types of co-operative societies;</li> <li>- Consumer co-operative <ul style="list-style-type: none"> <li>- Producer cooperative</li> <li>- Wholesaler cooperative</li> <li>- Retailer cooperative</li> <li>- Thrift and credit societies</li> <li>- Multi-purpose.</li> </ul> </li> </ul>	<p>Teacher leads students to discuss on co-operative societies.</p> <p>Students participate actively in the class discussion.</p> <p>Resources; co-operative society's constitution.</p>
3	<p><b>CO-OPERATIVE SOCIETIES CONT</b></p> <ul style="list-style-type: none"> <li>• Advantages, disadvantages, and problems of co-operative societies in Nigeria.</li> <li>• Public enterprises; meaning, formation, management and sources of capital.</li> </ul>	<p>Teacher leads students to discuss on co-operative societies.</p> <p>Students participate actively in the class discussion.</p> <p>Resources; co-operative society's constitution.</p>
4	<p><b>PUBLIC ENTERPRISES CONTD</b></p> <ul style="list-style-type: none"> <li>• Reasons for government ownership of public enterprises.</li> <li>• Advantages and disadvantages of public enterprises.</li> <li>• Discuss various types of public enterprises and their methods of formation.</li> </ul>	<p>Teacher identifies and makes a list of public enterprises in the locality.</p> <p>Students identify public enterprises in their locality.</p> <p>Resources; memorandum and article of association.</p>
5	<p><b>LIMITED LIABILITIES COMPANIES</b></p> <ul style="list-style-type: none"> <li>• Meaning,</li> <li>• Types; private and public</li> <li>• Formation (legal requirement for the formation of a limited liability</li> </ul>	<p>Teacher gives examples of private and public limited liability companies in their locality.</p> <p>Resources; memorandum and</p>



	company), memorandum of association, article of association, prospectus, certificate of incorporation and trading.	article of association, share certificates.
6	<p><b>LIMITED LIABILITY COMPANIES CONTD</b></p> <ul style="list-style-type: none"> <li>• Sources of capital; <ul style="list-style-type: none"> <li>a. Shares, debentures, retained profit, loans, and overdraft, etc</li> </ul> </li> <li>• Other sources of capital; trade credits, equipment/leasing.</li> <li>• Advantages and disadvantages of limited companies.</li> <li>• Liquidation/dissolution of a limited liability company.</li> </ul>	<p>Teacher gives examples of private and public limited liability companies in their locality.</p> <p>Resources; memorandum and article of association, share certificates.</p>
7	<p><b>TRADE ASSOCIATION AND OTHER ENTERPRISES</b></p> <ul style="list-style-type: none"> <li>• Definition and examples</li> <li>• Aims and functions</li> <li>• Chamber of commerce;- meaning, aims, functions, and structure.</li> <li>• Consortium, cartel, amalgamation/merger/combine trust holding.</li> </ul>	<p>Teacher organizes a visitation to local chamber of commerce.</p> <p>Students participate in the visitation to a local chamber of commerce.</p> <p>Resources; pamphlets on trade association constitution.</p>
8	<p><b>MONEY</b></p> <ul style="list-style-type: none"> <li>• Meaning, history/ evolution of money.</li> <li>• Qualities of money</li> <li>• Types and forms of money.</li> <li>• Similarities and differences between money and other communities used for exchange in trade by barter.</li> </ul>	<p>Teacher explains in detail the history and forms of money.</p> <p>Students participate actively in the discussion.</p> <p>Resources; forms of money, paper, coins etc.</p>
9	<p><b>TRANSPORTATION</b></p> <ul style="list-style-type: none"> <li>• Meaning, importance and forms.</li> <li>• Land (road &amp; rail) advantages and disadvantages.</li> <li>• Water (advantages and disadvantages).</li> </ul>	
10	<p><b>TRANSPORTATION CONTD.</b></p> <ul style="list-style-type: none"> <li>• Forms of transportation; air</li> </ul>	Teacher shows different documents used in

	<p>transportation;- advantages and disadvantages.</p> <ul style="list-style-type: none"> <li>• Pipeline; advantages and disadvantages.</li> <li>• Identify documents used in transportation.</li> </ul>	<p>transportation.</p> <p>Students provide some documents too.</p> <p>Resources; delivery notes, advice note etc</p>
11	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types;- oral, written, visual, non-verbal etc</li> <li>• Advantages and disadvantages of communication.</li> </ul>	<p>Teacher leads discussion on types of communication.</p> <p>Students mention and explain types of communication.</p> <p>Resources; charts, computer, phones etc.</p>
12	Revision	Revision
13	Examination	Examination

## SENIOR SECONDARY (HUMANITY)

### LITERATURE-IN-ENGLISH

#### SS 1 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Introduction to Literature	<ul style="list-style-type: none"> <li>- What is literature: various definitions of literature.</li> <li>- Functions of literature</li> <li>- Difference(s) between literature in – English and English Literature</li> </ul>
2	Genres of literature 1(Drama)	<ul style="list-style-type: none"> <li>- Definition of Drama</li> <li>- Characteristic (features) of drama.</li> <li>- Types of Drama</li> </ul>
3	Terms used in Drama	<ul style="list-style-type: none"> <li>- Professional Terms such as stages, audience, dialogue, soliloquy, aside, character, flashback, fore shadowing, prologue, epilogue, prompt, script, backdrop, costume etc</li> <li>- Draw a chart of terms used in drama</li> </ul>
4	Genres of Literature 11(Prose)	<ul style="list-style-type: none"> <li>- Definition of prose</li> <li>- Characteristics (features) of prose.</li> <li>- Types of prose</li> <li>- Narrative Techniques: first person narrative/third person narrative etc</li> <li>- Draw up a chart of Narrative persons</li> </ul>
5	Genres of Literature 111 (Poetry)	<ul style="list-style-type: none"> <li>- Various definitions of poetry</li> <li>- Characteristics (features) of poetry</li> <li>- Types of poetry</li> </ul>
6	Poetic Devices	<ul style="list-style-type: none"> <li>- Rhyme, Rhythm, Stanza, metre, Poetic license, poetic personae</li> </ul>
7	Literature Term 1	<ul style="list-style-type: none"> <li>- Discussion on figures of speech such as : simile, metaphor, personification, oxymoron, onomatopoeia, alliteration,</li> </ul>

		<ul style="list-style-type: none"> <li>assonance, etc</li> <li>- Various examples of each</li> </ul>
8	Literary Terms 11	<ul style="list-style-type: none"> <li>- Further discussions on figures of speech such as: Paradox, Irony, Euphemism, Hyperbole, Synecdoche, Metonymy, Litotes, Malapropism, pun, etc</li> <li>- Various examples of each</li> <li>- A list of the figures of speech on cardboard sheet.</li> </ul>
9	Literary Appreciation 1	<ul style="list-style-type: none"> <li>- Definition of Literary Appreciation</li> <li>- Discussions on what to appreciate and how: <ul style="list-style-type: none"> <li>-Significance of Literary works in context.</li> <li>- Special Syntax of poetry</li> <li>- Effective use of Literary devices</li> </ul> </li> </ul>
10	Literary Appreciation 11	<ul style="list-style-type: none"> <li>- Professional Terms used in Literary</li> <li>- Appreciation such as: Themes, style, setting, tone, mood, symbolism, etc</li> <li>- A list of literary terms on cardboard paper.</li> </ul>
11	General Overview of the Literary Genres	<ul style="list-style-type: none"> <li>- Distinct features of each of the genres</li> <li>- Differentiate between Drama, prose and poetry</li> <li>- Similarities between drama, prose, and poetry</li> </ul>
12	Plot	<ul style="list-style-type: none"> <li>- Definition of plot</li> <li>- Difference between plot and story</li> </ul>
13	Revision	Revision
14	Examination	Examination

## LITERATURE-IN-ENGLISH

### SS 1 SECOND TERM

WEEK	TOPIC	CONTENT/ACTIVITIES
1	Introduction to "Lonely Days" by Bayo Adebawale	<ul style="list-style-type: none"> <li>- Background of the Novelist (Author)</li> <li>- Background and setting of the Novel</li> <li>- Plot summary/plot</li> </ul>
2	Theme(s) and style	<ul style="list-style-type: none"> <li>- Discussions on the theme(s) in the text</li> <li>- Analysis of the style</li> </ul>

3	Character Analysis 1	<ul style="list-style-type: none"> <li>- Discussions on the major characters in the Novel</li> <li>- Analysis of their roles and significances</li> </ul>
4	Character Analysis 11	<ul style="list-style-type: none"> <li>- Discussions on the minor characters</li> <li>- Analysis of their roles and significances</li> <li>- Relationship between the characters.</li> </ul>
5	General overview of the Novel	<ul style="list-style-type: none"> <li>- General discussions/compete with /project work, or pair students up for discussions. Question and answer sessions on the text.</li> </ul>
6	Introduction to “Harvest of Corruption” by Frank Ogodo	<ul style="list-style-type: none"> <li>- Background of the dramatist(playwright)</li> <li>- Background and setting of the play</li> <li>- Plot summary</li> </ul>
7	Theme(s) and style	<ul style="list-style-type: none"> <li>- Discussions on the theme(s) in the text</li> <li>- Analysis of the style</li> </ul>
8	Characterization	<ul style="list-style-type: none"> <li>- Discussions on the major characters</li> <li>- Analysis of their roles and significances</li> </ul>
9	Characterization	<ul style="list-style-type: none"> <li>- A discussion on the minor characters</li> <li>- Analysis of their roles and significances</li> <li>- How are the characters related</li> </ul>
10	Role play (Drama)	<ul style="list-style-type: none"> <li>- Role-play the actions of the major characters in the text</li> <li>- Role-play on the actions of the minor characters in the play /text</li> </ul>
11	Revision	Revision
12	Examination	Examination

## LITERATURE-IN-ENGLISH

### SS 1 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	Introduction to “the Panic of Growing Older” by Lerrie Peters	<ul style="list-style-type: none"> <li>- Background and setting of the poet/poem</li> <li>- Background of the poem subject-matter/summary</li> <li>- Effective use of poetic devices/techniques</li> <li>- Effective use of imagery/symbolism</li> </ul>

		<ul style="list-style-type: none"> <li>- A cardboard/print out picture of someone growing older.</li> </ul>
2	Theme(s) and style	<ul style="list-style-type: none"> <li>- Analyze the Theme(s) of the poem</li> <li>- Relate the Themes to personal life encounters</li> <li>- Analyze the style</li> <li>- Use portions of the text to explain themes</li> </ul>
3	“Vanity” by Birago Diop	<ul style="list-style-type: none"> <li>- Background and setting of the poet/poem</li> <li>- Background of the poem subject-matter/summary</li> <li>- Effective use of poetic devices/techniques</li> <li>- Effective use of imagery/symbolism</li> <li>- A cardboard/print out picture of someone growing older.</li> </ul>
4	Theme(s) and style	<ul style="list-style-type: none"> <li>- Analyze the Theme(s) of the poem</li> <li>- Relate the Themes to personal life encounters</li> <li>- Analyze the style</li> <li>- Use portions of the text to explain themes</li> </ul>
5	Introduction to “the Last Goodman” by Patience Swit.	<ul style="list-style-type: none"> <li>- Background of the Novelist</li> <li>- Background and setting of the Novella</li> <li>- Plot summary/state sequence of major events and show cause-effect relationship.</li> </ul>
6	Theme(s) and style	<ul style="list-style-type: none"> <li>- Analyze the major themes in the text.</li> <li>- Relate the themes to personal life encounter(s)</li> <li>- Discuss the styles in the Novella</li> </ul>
7	Characterization	<ul style="list-style-type: none"> <li>- Mention and discuss the major characters in the text</li> <li>- Discuss their various roles and significances</li> <li>- State the relationship between the characters</li> </ul>
8	Characterization	<ul style="list-style-type: none"> <li>- Mention and discuss the minor characters in the text</li> <li>- Discuss their various roles and significances</li> <li>- State the relationship between the characters</li> </ul>
9	General Overview	<ul style="list-style-type: none"> <li>- Compete with /Give project work or pair students (group) for discussion</li> </ul>

		<ul style="list-style-type: none"> <li>- How does the story relate to human life?</li> <li>- Man's entire struggle in life is vanity.</li> <li>- Why does the old man keep dreaming about lions and baseball?</li> </ul>
10	General overview contd.	General overview contd.
11	Revision	Revision
12	Examination	Examination

### GEOGRAPHY SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to Geography; <ul style="list-style-type: none"> <li>- Definition and scope of geography</li> <li>- Importance of geography</li> </ul>	<ul style="list-style-type: none"> <li>- Guide students to explain concepts of geography</li> <li>- Define geography</li> <li>- Explains the scope and importance of geography</li> <li>- Students draws references from the local environment to explain the term geography.</li> </ul> Resources; <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Maps</li> </ul>
2	Geography of FCT <ul style="list-style-type: none"> <li>- Location, position and size of FCT</li> <li>- Political division FCT, Towns and villages and their headquarters.</li> <li>- Physical setting of FCT. Relief and drainage</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a sketch map of FCT and insert some major physical and cultural features.</li> <li>- Guide discussions on ;               <ol style="list-style-type: none"> <li>a) location, position, size of FCT,</li> <li>b) political divisions,</li> <li>c) physical setting etc.</li> </ol> </li> </ul> Resources; <ul style="list-style-type: none"> <li>- Pictures, maps, atlas, drawing paper.</li> </ul>
3	Climate and vegetation of FCT; <ul style="list-style-type: none"> <li>- CLIMATE: Temperature and rainfall, humidity, etc</li> <li>- Vegetation type; (man and natural vegetation)</li> <li>- Population and people of FCT</li> </ul>	Guide discussions on: <ul style="list-style-type: none"> <li>- Climate of FCT</li> <li>- Vegetation type</li> <li>- Population</li> <li>- Mineral resources and agriculture</li> <li>- Commercial activities in FCT</li> <li>- Carry out a guided field word</li> </ul>
4	<b>Economic Activities in FCT :</b> <ul style="list-style-type: none"> <li>- Mineral resources and</li> </ul>	

	<p>agriculture</p> <p>Industries and commercial activities in FCT</p>	
5	<p><b>The solar system</b></p> <ul style="list-style-type: none"> <li>- Definition of solar system</li> <li>- Components of the solar system and their characteristics</li> <li>- Size and shape of the earth.</li> </ul>	<ol style="list-style-type: none"> <li>1. Guide students to model the solar system</li> <li>2. Uses the model to guide students to identify and describe components of solar system.</li> <li>3. Guides discussions on:             <ol style="list-style-type: none"> <li>a) shapes and size of the earth, 2) position of the earth in relation to the sun.</li> </ol> </li> <li>4. model the Solar System</li> </ol> <p>Resources; Globe, Aerial photographs of the earth, Illustrative diagrams.</p>
6	<p>Earth's Sphericity, Rotation and Revolution.</p> <ul style="list-style-type: none"> <li>- Evidence of the earth's sphericity</li> <li>- Meaning of Rotation and its effects</li> <li>- Meaning of Revolution and its effects</li> </ul>	<p><b>TEACHER:</b> Uses the globe and other models to demonstrate Rotation and Revolution</p> <ol style="list-style-type: none"> <li>2. guide discussions on effects of the earth's rotation and revolution</li> </ol> <p><b>STUDENTS:</b> watch demonstrations and ask questions</p> <p><b>INSTRUCTIONAL MATERIALS</b> Globe, slide, Torch light and any source of light, diagrams</p>
7	<ul style="list-style-type: none"> <li>- Difference between Rotation and Revolution</li> <li>- Eclipse; Dawn and Twilight</li> </ul>	
8	<p>Latitudes and Longitudes;</p> <ul style="list-style-type: none"> <li>- Meaning of Latitudes and important line of latitudes.</li> <li>- Calculation of distances using lines of latitudes</li> <li>- Meaning of longitudes, important lines of longitudes and their uses</li> <li>- Differences and similarities between latitude and longitudes</li> <li>- Great and small circles.</li> </ul>	<p><b>TEACHER :</b>uses the globe and map of the world to identify and explain:</p> <ul style="list-style-type: none"> <li>- Latitudes and longitudes</li> <li>- Equator, Meridian, Greenwich mean time, international Date line and grid reference.</li> </ul> <p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>- Listen to teacher's explanations, ask questions</li> <li>- Participate in discussions</li> <li>- Determine distances, time and time zones from Latitude and Longitude.</li> </ul> <p><b>INSTRUCTIONAL MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Atlas, globe, illustrative diagrams of positions of major regions of the world etc.</li> </ul>



9	<ul style="list-style-type: none"> <li>- Calculation of local time and longitudes</li> <li>- International date line</li> <li>- Greenwich mean time (GMT), Standard time, local time and time zones.</li> </ul>	<p><b>TEACHER:</b> - Guides discussions on : Equator, Relationship with major regions of the world. The meridian and the time zones etc</p> <ul style="list-style-type: none"> <li>- Guides students to: <ul style="list-style-type: none"> <li>-differentiate between latitudes and longitudes,</li> <li>- Calculate local time of places from Longitudes.</li> </ul> </li> </ul> <p><b>STUDENTS:</b> Determine distances, time and time zones from latitudes and longitudes</p> <p><b>INSTRUCTIONAL MATERIALS:</b> As in week 8</p>
10	<p><b>THE EARTH'S STRUCTURE:</b></p> <ul style="list-style-type: none"> <li>- Major spheres of the earth(atmosphere, biosphere, etc)</li> <li>- Interior structure of the earth(crust, mantle and core)</li> <li>- Rock types (igneous, sedimentary and metamorphic) and their characteristics (structure, colour and texture. )</li> </ul>	<p><b>TEACHER:</b> Uses diagrams and sketches to guide students to :</p> <ul style="list-style-type: none"> <li>- Identify earth's major spheres</li> <li>- Identify the structure of the earth's crust</li> </ul> <p>2. Initiates and guides discussions on</p> <ul style="list-style-type: none"> <li>- composition of the spheres</li> <li>- characteristics of crust, mantle etc</li> <li>- explains relationship between the spheres etc</li> </ul> <p><b>STUDENTS:</b> - Participate in guided tour of the school to observe the earth's spheres</p> <ul style="list-style-type: none"> <li>- Draw and label cross section of earth's crust</li> </ul> <p><b>INSTRUCTIONAL MATERIALS:</b> Illustrative diagrams, sketches, models of the cross section of earth's interior</p>
11	<p><b>Rocks contd.</b></p> <ul style="list-style-type: none"> <li>- Mode of formation and uses of rocks</li> <li>- Mountains types: ( fold, block, etc) and their mode of formation</li> <li>- Characteristics and uses of mountains</li> </ul>	<p><b>TEACHER:</b> Takes students on field work to collect and classify rocks</p> <ul style="list-style-type: none"> <li>-Initiate and guide discussions on : structure, colour, texture, permeability of rock types,</li> <li>- Process of formation of igneous, sedimentary and metamorphic rocks.</li> <li>- Mode of formation and importance of rock.</li> </ul> <p><b>STUDENTS:</b> Bring pictures and things made from rock</p> <ul style="list-style-type: none"> <li>- Prepare an album of rocks in the</li> </ul>

		locality <b>INSTRUCTIONAL MATERIALS :</b> - Rock samples - Pictures of rock - Illustrative diagram
12	<b>PLATEAUX / LOW LANDS</b> - Meaning, types of plateaux, uses and disadvantages of mountains - Lowlands: Meaning, types (valleys , crust, plains) etc. - Importance and disadvantages of low lands.	<b>TEACHER:</b> - Uses pictures and models to guide students to identify different mountains types -Takes students on guided tour of locality to observe highland and lowland in the locality - Initiate discussions on : - characteristics of mountain types, types of lowland processes of formation, - Importance and disadvantages etc <b>STUDENTS:</b> Participate in guided tour to observe mountains and lowlands - Make models of mountains , lowlands <b>INSTRUCTIONAL MATERIALS:</b> Atlas, Maps, sketches, pictures of lowlands, Models
13	Revision	Revision
14	Examination	Examination

**GEOGRAPHY  
SS 1 SECOND TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1	The Environment :Weather and climate : - Meaning of environment, types and importance - Definition of weather and climate and their differences - Elements of weather and their instruments used in recording them.	<b>TEACHER:</b> - Conduct outdoor activities for students to observe the environment - Guide class discussions on; classification of environment(physical, social, cultural - Recognize components of the environment into 3 major domains - Weather elements and their attributes - importance of weather on physical and human activities
2	<b>CLIMATE (CONTD.)</b> - Attribute of climate (variability), aerial extents, decoration, etc,	- Guides students to make measurements and keep weather

	- Importance of weather.	records
3	<b>FACTORS AFFECTING CLIMATE:</b> <ul style="list-style-type: none"> <li>- Altitude, Latitude</li> <li>- Slope and aspect, continentality etc</li> </ul>	<ul style="list-style-type: none"> <li>- Guides students to discussing factors affecting climate with examples.</li> </ul> <b>STUDENTS:</b> participate in guided tour to observe mountains, lowland <ul style="list-style-type: none"> <li>- Make models of mountains, lowlands</li> <li>- Take weather measurements and keep weather records</li> </ul> <b>INSTRUMENTATION MATERIALS:</b> Illustrative diagram and sketches, Rain Gauge, Wind Vane, Barometer, Hygrometer etc
4	<b>GOEOGRAPHY OF NIGERIA:</b> <ul style="list-style-type: none"> <li>- Location, position, size and distance( Latitudes, longitudes, boundaries and neighbours)</li> <li>- Political division of Nigeria(states and their capitals, local government and their headquarters.</li> </ul>	<b>TEACHER:</b> <ul style="list-style-type: none"> <li>- Uses maps to help students describe the location and position of Nigeria with respect to her neighbours</li> <li>- Guides students to; <ul style="list-style-type: none"> <li>- Describe location of states and their capitals with reference to latitudes and longitudes</li> <li>- Determine size, area, landmarks of Nigeria</li> </ul> </li> <li>- Draw political maps of Nigeria, insert states and their headquarters</li> <li>- Discuss Nigeria's climate, characteristics of different seasons etc. Discuss drainage of Nigeria.</li> <li>- Draw a map of Nigeria showing relief and drainage distribution.</li> </ul>
5	<b>NIGERIA CONT.</b> <ul style="list-style-type: none"> <li>- Relief- Highland And Low Lands</li> <li>- Drainage –Major Rivers and their characteristics</li> <li>- Importance and problems of Nigerians rivers</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a map of Nigeria showing relief and drainage distribution.</li> </ul>
6	<b>NIGERIA CONT.</b> <ul style="list-style-type: none"> <li>- River Basin- meaning , major basins and uses of basins</li> <li>- Lakes in Nigeria: Meaning, types, reasons for shallowness of lake chad</li> <li>- Uses of Lakes</li> </ul>	<b>STUDENTS:</b> calculate the area of Nigeria <ul style="list-style-type: none"> <li>- Draws the political map of Nigeria showing the states capitals and local government headquarters</li> <li>- Draw relief map of Nigeria and linking it with drainage distribution of Nigeria.</li> </ul> <b>INSTRUCTIONAL MATERIALS:</b> Atlas, political maps of Nigeria, Globe, illustrative diagrams and sketches.
7	<b>POPULATION OF NIGERIA:</b> <ul style="list-style-type: none"> <li>- Definition, concepts and population distribution</li> <li>- Population structure and quality</li> </ul>	<b>TEACHER :</b> Guides students to observe population structure and distribution. <ul style="list-style-type: none"> <li>- Guides class discussions on: <ul style="list-style-type: none"> <li>-Population, size, distribution and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Population movement(migration) and population data (census)</li> </ul>	<p>structure</p> <ul style="list-style-type: none"> <li>-Population quality, population movement, data and their sources and problems of data</li> </ul> <p><b>STUDENTS:</b> observe distribution of population within the school</p> <ul style="list-style-type: none"> <li>- Identify and locate highly populated urban centres, rural areas with sparse population</li> </ul> <p><b>INSTRUCTIONAL MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Map of Nigeria showing population distribution, pictures,</li> <li>- slides of densely populated areas, posters of HIV/AIDS to explain quality of population</li> <li>- Maps showing various resources</li> </ul>
8	<p><b>RESOURCES OF NIGERIA:</b></p> <ul style="list-style-type: none"> <li>- Mineral resources: meaning and types of mineral resources (petroleum, national gas, tin and columbite, etc</li> <li>- Power resources(petroleum, gas, HEP, solar energy, etc. water resources: meaning ,types(river lakes, dams, seas, underground water</li> </ul>	<p><b>TEACHER:</b> Leads students to identify various minerals on Nigeria</p> <ul style="list-style-type: none"> <li>- Takes students out to observe mining sites, observe vegetation and water resources within and around community.</li> <li>- Guides students to <ul style="list-style-type: none"> <li>-Locate where Nigeria’s major resources are found in the map</li> <li>-Discuss the importance of these resources to Nigeria’s economy</li> </ul> </li> </ul> <p><b>STUDENTS:</b> Make record /report of resources found in their community</p> <ul style="list-style-type: none"> <li>-Identify and classify Nigeria’s resources</li> <li>-Draw a map of Nigeria and insert various resources</li> </ul> <p><b>INSTRUCTIONAL MATERIALS:</b></p> <ul style="list-style-type: none"> <li>- Map of Nigeria showing population distribution, pictures,</li> <li>- slides of densely populated areas, posters of HIV/AIDS to explain quality of population</li> <li>- Maps showing various resources</li> </ul>
9	<p><b>RESOURCES OF NIGERIA CONTD.:</b></p> <ul style="list-style-type: none"> <li>- Vegetation resources; meaning and types of vegetation(Man and natural</li> </ul>	<p><b>TEACHER:</b> Leads discussions on the meaning and types of vegetation and the importance of vegetation to man</p> <p><b>STUDENTS:</b> Should be able to differentiate, giving examples, between</p>

	vegetation (e.g crops, government etc)	human and natural vegetation . <b>INSTRUCTIONAL MATERIAL:</b> Pictures, slides, Maps
10	<b>MAPWORK/READING</b> <ul style="list-style-type: none"> <li>- Maps: meaning, types, examples and uses.</li> <li>- Scales: definition, types attributes, size (small and large), merits and demerits.</li> <li>- Conversion of scales</li> </ul>	<b>TEACHER:</b> -Brings different types of maps to class. <ul style="list-style-type: none"> <li>- Helps the students to identify different types of maps</li> <li>- Guides class discussion on -Meaning, types and uses of maps,, and map scales .</li> </ul> <b>STUDENTS:</b> Identify different types of maps brought to class <ul style="list-style-type: none"> <li>- convert on type of scale to another</li> </ul> <b>INSTRUCTIONAL MATERIAL:</b> <ul style="list-style-type: none"> <li>- different types of maps , Atlas, Ruler or measuring tape.</li> </ul>
11	Revision	Revision
12	Examination	Examination

## GEOGRAGHY

### SS 1 THIRD TERM

WEEK	TOPIC / CONTENT	ACTITIVIES
1	Map Distance: <ul style="list-style-type: none"> <li>- Measurement of units and conversion of distance to map distance</li> <li>- Map Reduction</li> <li>- Map enlargement</li> </ul>	<b>Teacher:</b> guides the class discussion on ; <ul style="list-style-type: none"> <li>- Measurement of distances and conversions to real distance</li> <li>- Demonstrate map reduction and enlargement</li> <li>- Guide students as they enlarge, reduce maps</li> <li>- Identification of physical and</li> </ul>

2	<p><b>Interpretation of physical and cultural features:</b></p> <ul style="list-style-type: none"> <li>- Contour lines, definition, intervals etc</li> <li>- Physical features (ridges, spurs, valleys, hills, rivers etc)</li> <li>- Cultural features (road, settlements, schools, communication lines, etc</li> </ul>	<p>cultural features</p> <ul style="list-style-type: none"> <li>- Relationship between physical and cultural features.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- carry out practical activities on map reduction and enlargement</li> <li>- Solve problems on how scales of map can change when maps are reduced or enlarged.</li> <li>- carry out practical work on map interpretation</li> </ul> <p><b>Instructional materials:</b></p> <ul style="list-style-type: none"> <li>- Maps, sketches, Ruler, Drawing paper slides</li> </ul>
3	<p><b>Transportation:</b></p> <ul style="list-style-type: none"> <li>- Definition, types/modern means of transportation(roads, rail, water, air, pipeline, etc</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>- Uses maps, diagrams, pictures to guide students to identify transportation types.</li> <li>- Merits and Demerits of each type of transportation</li> <li>- Importance and problems of transportation.</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>- Sketch map of Nigeria showing rails, air transport</li> </ul> <p><b>Instructional Materials :</b> Maps, Atlas, Films, drawing paper.</p>
4	<p><b>Industry :</b></p> <ul style="list-style-type: none"> <li>- Definition and classes of Industries.(Primary, secondary, tertiary and quaternary .</li> <li>- Heavy and light Industries</li> </ul>	<p><b>Teacher :</b> Guides students to</p> <ul style="list-style-type: none"> <li>- Locate major industrial regions on a world map</li> <li>- Identify and describe major industries</li> <li>- Takes students out to visit industries in the locality</li> </ul> <p><b>Students :</b> Draw maps and locate major industrial regions in Nigeria, and the world.</p> <ul style="list-style-type: none"> <li>- Pay visit to local industries</li> </ul> <p><b>Instructional materials :</b></p> <ul style="list-style-type: none"> <li>- World maps, sketches, Films, pictures</li> </ul>
5	<p><b>Basic concepts of geographic information system (GIS)</b></p> <ul style="list-style-type: none"> <li>- Definition and geographic data</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Explains concepts of GIS and Geographic data</li> </ul>

	<p>(lines for users, roads, rails, etc, points for bore holes, images etc)</p> <ul style="list-style-type: none"> <li>- Sources of GIS (maps, fieldwork, satellite, images, etc)</li> <li>- Importance of geo-referencing, geographic data and the GIS</li> </ul>	<ul style="list-style-type: none"> <li>- Guides discussions on ;</li> <li>- Sources of geographic data e.g maps, data from field work, satellite images etc</li> <li>- Geo-referencing for GIS data</li> <li>- Importance of GIS</li> </ul> <p><b>Student</b> : Participate in guided field work</p> <p><b>Instructional Materials</b> : Maps, Air photo, computer system with GIS software installed</p>
6	<p><b>Components of GIS</b></p> <ul style="list-style-type: none"> <li>- Hardware (digitizer, global positioning system (GPS), Computer, printer, scanner, etc and software (data, input, storage, retrieval, manipulations, etc)</li> <li>- Data: Positional and rational</li> <li>- Procedures(sets of rules) and people (experts)</li> </ul>	<p><b>Teacher</b> :Guides students to ;</p> <ul style="list-style-type: none"> <li>- identify GIS hardware</li> <li>- identify the various software and their uses</li> <li>- use GIS hardware e.g Digitizer, GPS, Computer etc</li> <li>- Initiate discussions on data types components of GIS, procedures etc</li> </ul> <p><b>Students</b> :Manipulate/use the GPS, Digitizer and computer to process geographic data</p> <p><b>Instructional Materials;</b></p> <ul style="list-style-type: none"> <li>- Sketches showing components of GIS</li> <li>- Slides, GPS, Printer etc.</li> </ul>
7	<p><b>Earth's External Processes and Land Form Development :</b></p> <ul style="list-style-type: none"> <li>- Action of running water: definition and terms associated with running water (River) – sources and courses of a river, slope, shape of valley, volume of water, size of materials</li> <li>- Stages of a river development- upper course (characteristics, processes and features produced)</li> <li>- Middle course of a river (characteristics, processes of river transportation and features produced)</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Initiates the discussion leading to ;</li> <li>- Definition and explanation of major terms associated with actions of running water.</li> <li>- Use of diagrams to explain processes of river erosion ; Corrosion, attrition, hydraulic action</li> <li>- Processes of river transport: use of diagrams to describe landforms in various stages of river development.</li> </ul> <p><b>Students</b> : Draw diagrams or models showing various landforms associated with stages of river development</p> <ul style="list-style-type: none"> <li>- participate in guided tour to</li> </ul>

		<p>observe some of these landforms</p> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Pictures, slides, models, illustrated diagrams.</li> <li>- Drainage pattern-Dentritic, trellised and radial</li> </ul>
8	<p><b>Stages of River Development Contd.</b></p> <ul style="list-style-type: none"> <li>- Lower course of a river (characteristics and features e.g levees,</li> <li>- Delta : Definition, characteristics, conclusions for formation, types and importance.</li> </ul>	<p><b>Teacher :</b> uses of pictures, models and sketches to explain</p> <ul style="list-style-type: none"> <li>- Processes of wind erosion</li> <li>- Formation and characteristics of wind erosion</li> <li>- Landforms , mode of formation and characteristics of wind deposition landforms</li> </ul> <p><b>Students :</b> Draw diagrams and construct models showing various erosion and deposition landforms</p>
9	<p><b>Action of Winds</b></p> <ul style="list-style-type: none"> <li>- Definition and processes of wind erosion (abrasion, attrition and deflation)</li> <li>- Features/landforms of wind erosion(rock pedestal, zeugens, yardangs, etc</li> <li>- Features of wind deposition (loes, barchans, seif domes) etc</li> </ul>	
10	<p><b>Glacier action :</b></p> <ul style="list-style-type: none"> <li>- Definition of terms associated with glacier (ice, glacier, glaciations and features of glacier erosion in the highland areas</li> <li>- Glacier features in lowland areas roche mountanee, crag and tail boulder clay erratic drumlins, eskers etc</li> <li>- Economic importance of glacier features</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Uses pictures, models to : <ul style="list-style-type: none"> <li>- explain characteristics features of landforms in glacier regions</li> <li>- Help students locate the countries/regions where these landforms are found</li> </ul> </li> <li>- Guides discussions on mode of formation and economic importance.</li> </ul> <p><b>Students :</b> Draw annotated diagrams to show the features of various landforms</p> <p><b>Instructional Materials :</b> Films, Models, Annotated diagrams and sketches.</p>
11	Revision	Revision
12	Examination	Examination



## GOVERNMENT

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>DEFINITION OF SUBJECT MATTER</b> <ol style="list-style-type: none"> <li>i. Government as an institution of state</li> <li>ii. Government as a process or act of governing</li> <li>iii. Government as an academic field of study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher asks students to identify structures of authority in their family, school, and school clubs.</li> <li>2. Teacher leads discussion on government as a process.</li> <li>3. Teacher leads discussion on government as a field of study.</li> </ol>
2	<b>BASIC CONCEPTS OF GOVERNMENT</b> <ol style="list-style-type: none"> <li>i. Power</li> <li>ii. Authority</li> <li>iii. Legitimacy</li> <li>iv. Sovereignty</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on how power is acquired and exercised.</li> <li>2. Teacher leads the students to differentiate between political power and authority.</li> <li>3. Teacher leads discussion on legitimacy</li> <li>4. Teacher leads discussion on the concept of sovereignty</li> </ol>
3	<b>DEMOCRACY</b> <ol style="list-style-type: none"> <li>i. Meaning of democracy</li> <li>ii. Political culture</li> <li>iii. Political socialization</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on democracy</li> <li>2. Teacher arrange debate on the attitudes of Nigerians to politics</li> <li>3. Teacher leads students to identify agents of political socialization.</li> </ol>
4	<b>BASIC CONCEPTS CONTINUED</b> <ol style="list-style-type: none"> <li>i. Political participation</li> <li>ii. Communalism</li> <li>iii. Feudalism</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on communalism</li> <li>2. Teacher leads discussion on feudalism</li> </ol>
5	<b>BASIC CONCEPTS (Contd)</b> <ol style="list-style-type: none"> <li>i. Capitalism</li> <li>ii. Social;ism</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on capitalism</li> <li>2. Teacher leads discussion on socialism</li> <li>3. Teacher leads students to discuss the similarities and differences between capitalism and socialism</li> </ol>
6	<b>BASIC CONCEPTS (Contd)</b> <ol style="list-style-type: none"> <li>i. Communism</li> <li>ii. Fascism</li> <li>iii. Totalitarianism</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads students to discuss communism, fascism and totalitarianism</li> </ol>
7	<b>TYPES AND CHARACTERISTICS OF GOVERNMENT</b> Unitary : <ol style="list-style-type: none"> <li>i. Meaning</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on unitary system of government</li> <li>2. Teacher mentions countries where unitary system is practiced</li> </ol>

	<ul style="list-style-type: none"> <li>ii. Characteristics</li> <li>iii. Advantages and disadvantages</li> <li>iv.</li> </ul>	
8	<p><b>TYPES AND CHARACTERISTICS OF GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>i. Parliamentary System of Government</li> <li>ii. Presidential System of Government</li> <li>iii. Comparison of parliamentary and presidential systems of government</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on parliamentary or cabinet system of government</li> <li>2. Teacher mentions countries where the system is practiced</li> <li>3. Teacher leads discussion on presidential system of government using Nigeria as an example.</li> <li>4. Teacher leads discussion on the similarities and differences of presidential and parliamentary system of government.</li> </ol>
9	<p><b>TYPES OF GOVERNMENT CONTINUED</b></p> <ul style="list-style-type: none"> <li>i. Confederal System of Government/ meaning</li> <li>ii. Monarchy</li> <li>iii. Comparison of Federalism and Confederalism</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on Confederal system of Government</li> <li>2. Teacher mentions countries where the system is practiced</li> <li>3. Teacher lead discussion on Monarch</li> <li>4. Teacher mentions countries where the system is practiced</li> <li>5. Teacher leads discussion on the similarities and differences of Feudalism and Confederal system of government.</li> </ol>
10	<p><b>ORGANS OF GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>i. Legislative: Meaning</li> <li>ii. Types of Legislature</li> <li>iii. Functions of legislature</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on legislation</li> <li>2. Teacher leads students to state assembly on excursion</li> </ol>
11	<p><b>ORGANS OF GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>i. Executive: Meaning</li> <li>ii. Types</li> <li>iii. Functions</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on executive organ of government.</li> <li>2. Teacher leads students to state secretariat on excursion</li> </ol>
12	<p><b>ORGANS OF GOVERNMENT</b> Judiciary</p> <ul style="list-style-type: none"> <li>i. Functions of the Judiciary</li> <li>ii. Independence of the Judiciary</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher leads discussion on Judiciary</li> <li>2. Teacher organises excursion to a law court.</li> </ol>
13	Revision	Revision
14	Examination	Examination

## GOVERNMENT

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>CONSTITUTION</b> i. Definition/meaning of constitution ii. Sources of constitution	Teacher leads discussion on constitution as it applies to a country, clubs, and society.
2	<b>CONSTITUTION CONTINUED</b> i. Functions of constitution ii. Features of constitution	Teacher leads discussion on functions and features of constitution
3	<b>TYPES OF CONSTITUTIONS</b> i. Written and unwritten constitution ii. Rigid and flexible constitution iii. Unitary and federal constitution	Teacher leads discussion on types of constitution.
4	<b>CONSTITUTIONALISM</b> i. Meaning /functions of constitutionalism ii. Importance of constitutionalism iii. The relationship between constitution and constitutionalism	Teacher leads discussion on the importance of constitution to a country, school and school clubs.
5	<b>BASIC PRINCIPLES OF GOVERNMENT</b> i. Rule of law – Definition ii. Basic Principles iii. Problems or limitation of rule of law. iv. Fundamental Human Rights – Meaning/ Definition v. Origin and Importance of Human Rights	1. Teacher leads discussion Rule of Law – highlighting the interpretation. 2. Teacher leads discussion on fundamental human rights 3. Teacher organises an excursion to human right commission.
6	<b>BASIC PRINCIPLES CONTINUED</b> - Various ways/means of safe guarding human rights	Teacher leads discussion on various ways of safe guarding human rights
7	<b>SEPARATION OF POWER</b> i. Meaning of separation of power	1. Teacher organises drama on how separation of power is practiced. 2. Teacher demonstrates how checks

	<ul style="list-style-type: none"> <li>ii. Principles of checks and balances</li> <li>iii. Purpose of separation of power</li> <li>iv. Relationship between separation of powers and check and balance.</li> </ul>	<ul style="list-style-type: none"> <li>and balances can be practiced.</li> <li>3. Discusses the relationship of both concepts.</li> </ul>
8	<b>REPRESENTATIVE GOVERNMENT</b> <ul style="list-style-type: none"> <li>i. Meaning/Definition of representative government.</li> <li>ii. Features of a representative government</li> <li>iii. Advantages and disadvantages of Representative Government</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on Representative Government</li> <li>2. Teacher leads discussion on advantages and disadvantages of representative government</li> </ul>
9	<b>CENTRALIZATION AND DECENTRALIZATION</b> <ul style="list-style-type: none"> <li>i. Meaning/Definition</li> <li>ii. Differences between centralize and decentralize</li> </ul>	Teacher leads discussion on centralized and decentralized activities of the State and Federal Government
10	<b>THEORY OF DELEGATED LEGISLATURE</b> <ul style="list-style-type: none"> <li>i. Meaning/Definition of delegated legislature</li> <li>ii. Forms of delegated legislature</li> <li>iii. Control of delegated legislatures</li> <li>iv. Advantages and Disadvantages of delegated legislature</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on delegated legislature</li> <li>2. Teacher cites example of delegated legislature in school.</li> </ul>
11	Revision	Revision
12	Examination	Examination

**GOVERNMENT  
SS 1 THIRDTERM**

WEEK	TOPIC/CONTENTS	ACTIVITIES
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1	<p><b>CITIZENSHIP</b></p> <ul style="list-style-type: none"> <li>i. Meaning and definition of citizenship</li> <li>ii. Methods of acquisition of citizenship</li> <li>iii. Rights, duties and obligations of a citizen</li> <li>iv. Differences between a citizen and a non citizen.</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on citizen.</li> <li>2. Teacher leads discussion on difference between a citizen and a non citizen.</li> </ul>
2	<p><b>POLITICAL PARTY</b></p> <ul style="list-style-type: none"> <li>i. Meaning/ Definition of Political Party</li> <li>ii. Organisation of Political Party</li> <li>iii. Types of Political party (Mass, Elite, Charismatic, Broker Parties etc)</li> <li>iv. Functions of Political Party</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion on Political Parties</li> <li>2. Teacher asks students to mention political parties in Nigeria.</li> </ul>
3	<p><b>PARTY SYSTEMS</b></p> <ul style="list-style-type: none"> <li>i. Meaning and definition of Party system</li> <li>ii. Types of Party system</li> <li>iii. Characteristics of party system.</li> </ul>	Teacher leads discussion on Party System
4	<p><b>PARTY SYSTEM CONTINUED</b> Advantages and disadvantages of:</p> <ul style="list-style-type: none"> <li>i. One system</li> <li>ii. Two party system</li> <li>iii. Multi party system</li> </ul>	Teacher leads discussion on advantages and disadvantages of one, two and multi-party system.
5	<p><b>PRESSURE GROUPS</b></p> <ul style="list-style-type: none"> <li>i. Meaning and definition of pressure group</li> <li>ii. Types of pressure group</li> <li>iii. Characteristics of pressure group</li> <li>iv. Types of pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher leads discussion pressure group.</li> <li>2. Teacher asks students to give examples of pressure group.</li> </ul>
6	<p><b>PRESSURE GROUPS</b></p> <ul style="list-style-type: none"> <li>i. Functions of pressure group</li> <li>ii. Problems of pressure group</li> <li>iii. Difference between pressure group and political parties.</li> </ul>	Teacher leads discussion on functions, problems and difference between a pressure group and political parties.

7	<b>PUBLIC OPINION</b> i. Meaning and definition of public opinion ii. Formation of public opinion iii. Measurement of public opinion	1. Teacher leads discussion on public opinion 2. Teacher leads students to express their views on some important issues of public interest
8	<b>ELECTORAL PROCESS (ELECTION)</b> i. Meaning and definition of election ii. Purpose of election iii. Organisation of election (features & stages)	1. Teacher leads discussion on Electoral Process 2. Teacher embarks on excursion with students to electoral commission office.
9	<b>SUFFRAGE/FRANCHISE</b> i. Meaning/definition of suffrage/franchise ii. Development of suffrage/franchise iii. Types of suffrage/franchise iv. Purpose of suffrage/franchise	1. Teacher leads discussion on suffrage/franchise 2. Teacher leads discussion on types and purpose of suffrage/franchise.
10	<b>TYPES OF ELECTORAL SYSTEM</b> i. Simple majority ii. Absolute majority iii. Proportional representation iv. Direct and indirect system	Teacher leads discussion on types of electoral system
11	<b>ELECTORAL COMMISSION/ELECTORAL OFFICIALS</b> i. Meaning of Electoral Commission ii. Roles/functions and duties of the commission iii. Problems facing Electoral Commission	1. Teacher leads discussion on the role and functions of an electoral commission. 2. Teacher leads discussion on the functions of an electoral commission 3. Teacher leads students to discuss problems facing electoral commission.
12	Revision	Revision
13	Examination	Examination

**RELIGIOUS STUDIES  
SS 1 FIRST TERM**

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Jesus' teaching about Himself	<p>a) Jesus as the lamb, the door and good shepherd.( John 1:29-34, John 10:1-8)</p> <p>b) Jesus as the light of the world ( John 3:19; 8:12;9:4-5;12:35-36; 1 John 1:5-7)</p>	<ul style="list-style-type: none"> <li>• Lead the students to discuss the qualities of a good shepherd. Explain the significance of Jesus as the door and lamb.</li> <li>• Picture of a shepherd and his flock.</li> <li>• Lead the students to discuss their experience of walking in the dark.</li> <li>• Darkroom and torchlight.</li> </ul>
2	Jesus as the True Vine	<p>a) Jesus as the true vine (John 15:1-7)</p> <p>b) Jesus as the living bread and water (John 6:1-41; 4:7-15)</p>	<ul style="list-style-type: none"> <li>• Lead the students to talk on the living a life outside Christ.</li> <li>• Discuss on value of bread and water.</li> <li>• Bread and water.</li> </ul>
3	Love	<p>a) God's love for man. Meaning of love</p> <p>b) Extent of God's love for man.</p> <p>c) Need for man to respond to God's love (John 3:16-18)</p>	<ul style="list-style-type: none"> <li>• Explain types of love and ask students to demonstrate love.</li> <li>• Love drama</li> </ul>
4	Love for One Another	<p>a) Types of love for man</p> <p>b) Qualities of love (no one can claim to love God without loving his brothers and sisters. (1 John 4:7-8; 2 ; Corinthians 13:1-13; 1John 3:17-18)</p> <p>c) Various ways of showing love to one another and to one's country</p>	<ul style="list-style-type: none"> <li>• Guide the students to read and identify qualities of love in the scripture.</li> <li>• The Holy Bible and gift items.</li> </ul>
5	Justification	a) Meaning and need for	<ul style="list-style-type: none"> <li>• Use the students to</li> </ul>

	by faith	<p>justification (Romans 3:23, Galatians 3:19-21)</p> <p>b) Faith in Jesus as a condition for justification (Romans 4:1-5; Galatians 2:16-21; Romans 1:16-17; 4:1-5; 5)</p> <p>c) Fruit of justification. Galatians 2:19-21; 5:22)</p>	dramatize a law court where an offender is granted an unconditional pardon
6	New Life in Christ	<p>a) Meaning of old life as living in sin. (Galatians 5:19-21, Colossians 3:5-7)</p> <p>b) Characteristics of old life and need for change (Romans 6:1-4, 15:18-19)</p>	<ul style="list-style-type: none"> <li>• Role play of a harlot and drug addict who received Christ.</li> <li>• Pictures of successful God fearing man and woman in the society,</li> </ul>
7	New Life in Christ continues.	a) Characteristic of new life in Christ and the need to stick to it (Roman 6:12-19, Colossians 3:1-6)	
8	Sonship	<p>a) Meaning of being Son of God.</p> <p>b) Jesus as a son of God (Romans 8:3; 17,32)</p>	<ul style="list-style-type: none"> <li>• Lead the student to read the passages and list their rights and duties as children of God.</li> <li>• Students as children of God.</li> </ul>
9	Christians as Children of God	<p>a) Rights and Responsibilities of Christians as children of God (Ephesians 1:5)</p> <p>b) Rights and Responsibilities of the citizen of Nigeria (the constitution of Nigeria)</p>	<ul style="list-style-type: none"> <li>• Lead the students to discuss the rights and responsibilities of students as Nigeria citizen.</li> <li>• Copy of the constitution of Nigeria.</li> </ul>
10	Faith and Works.	a) Definition of faith and work (Hebrew 11:1-3, 6). Concept of faith as requirement for	<ul style="list-style-type: none"> <li>• Lead the students in faith works interrelationship.</li> <li>• Discuss how faith and</li> </ul>



		salvation (Paul's teaching on faith and work) ( Galatians 1:14; Ephesians 2:8; 9)	works are interrelated.
11	Faith and Works	<p>a) James teaching on faith and works. Genuine saving faith manifests itself through works James 2:14-26)</p> <p>b) Compare and contrast Paul's and James teaching on faith and works</p>	<ul style="list-style-type: none"> <li>• Video clips of the rich young ruler in (Luke 18: 18-27)</li> <li>• Talk on the good works that demonstrates Christian faith.</li> </ul>
12	Revision	Revision	Revision
13-14	Examination	Examination	Examination

## CHRISTIAN RELIGIOUS STUDIES

### SS 1 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1.	The Fruit of the Spirit	a) Definition of “fruit” as in the context. b) The fruit of the flesh (Galatians 5:19-21) c) The fruit of the spirit (Galatians 5:22-25) d) How to bear the fruit of the spirit (Acts 2:38; Romans 10:9-10)	<ul style="list-style-type: none"> <li>• Lead the students to examine themselves in the light of both the spirit and the flesh.</li> <li>• One good fruit as fruit of the spirit and one bad fruit as fruit of the flesh.</li> </ul>
2	Spiritual Gifts	a) Definition of spiritual gifts and talents. b) Values/Distribution and use of spiritual gift. c) Differences between spiritual gifts and talents.	<ul style="list-style-type: none"> <li>• Guide the students to read relevant passages give them assignment on the effective use of spiritual gifts in the Church</li> </ul>
3	Spiritual Gifts	a) List of spiritual gifts (1Chorinthians 12:4-8, 28, Ephesians 4:11-13,	<ul style="list-style-type: none"> <li>• List of spiritual gifts</li> </ul>

		<p>Romans 12:6-8)</p> <p>b) Hierarchy of spiritual gift. (1Chorinthians 12:28;31;14:1,4,5)</p> <p>c) How to identify and exercise your own spiritual gift(s).</p>	
4	Forgiveness	<p>a) Meaning of forgiveness</p> <p>b) Jesus teaching on forgiveness ( Matthew 6:12, 14, 15)</p> <p>c) How to achieve forgiveness</p> <ul style="list-style-type: none"> <li>✓ If the offender realises his/her mistakes and asks for pardon.</li> <li>✓ If someone intervenes on behalf of the offender Philemon 1</li> <li>✓ If the offended decides on his/her own to forgive the offender for the sake of God (Matthew 6:12)</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the students to read the passages.</li> <li>• Discuss the consequences of unforgiveness</li> <li>• Ask the students to make list of their offenders and they should resolve to forgive them.</li> </ul>
5	Forgiveness cont.	<p>a) Effects and consequences of unforgiveness (Matthew 18:21-35)</p> <p>b) Rewards of forgiveness</p> <ul style="list-style-type: none"> <li>✓ Our sins will be forgiven-we-will have good rapport with others progressing our community etc</li> </ul>	<ul style="list-style-type: none"> <li>• Read parable on forgiveness (Matthew 18:21-35)</li> </ul>
6	Rights and Obligations of Family Members	<p>a) Meaning and types of family</p> <p>b) Rights and duties of family members in the Bible (Colossians 2:18-21)</p> <p>c) Rights and duties of</p>	<ul style="list-style-type: none"> <li>• Students to describe their traditional family set up.</li> <li>• Discuss the role of their family</li> </ul>

		<p>family members in our nation</p> <p>d) Consequences of failure of family members to perform their duties</p>	<p>members.</p> <p>Read (Colossians 2:18-21) discuss source of conflict in the family.</p> <ul style="list-style-type: none"> <li>• Picture of a family</li> </ul>
7	Humility	<p>a) Meaning of humility (Philippians 2:1-11)</p> <p>b) Jesus demonstrated humility (Matthew 26:14-39; Luke 22:24-27, John 13:1-17)</p> <p>c) Ways of demonstrating humility solution to pride (Matthew 18:1-4, Luke 1:47-56)</p>	<ul style="list-style-type: none"> <li>• Share with the students your personal observation of how both the pride and humble behave in the society.</li> </ul>
8	Humility cont.	<p>a) Benefit of humility (James 4:10, 1Peters 5:6, 1john 2:15-16).</p> <p>b) Consequences of pride (James 4:6-7; 1 Peters 5:5; Matthew 23:12).</p>	<ul style="list-style-type: none"> <li>• Role play on the topic. Share personal experience of how humility has been rewarded.</li> </ul>
9	Effective Prayer	<p>a) Jesus taught his disciples how to pray (Matthew 6:7-13)</p> <p>b) James teaching on prayer (James 1:1-8; 4:1-3; 5:12-20)</p> <p>c) Types of prayer</p> <p>d) Reasons for unanswered prayer (Matthew 6:7-13)</p>	<ul style="list-style-type: none"> <li>• Ask the student to explain the meaning of prayer.</li> <li>• Explain types of prayer like adoration, meditation, thanksgiving, petition, confession and intercession compose a short prayer.</li> <li>• Picture of Jesus at prayer</li> <li>• Picture of a praying monk in meditation.</li> </ul>
10	Revision	Revision	Revision

12-13	Examination	Examination	Examination
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## CHRISTIAN RELIGIOUS STUDIES

### SS 1 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Living a Life of Witnessing to Christ	a) Peter's message on Christian living (1 Peters 1:13-17; 2:9-25; 4:1-15) b) Paul's statement on children of the light (Romans 13:11-14).	<ul style="list-style-type: none"> <li>• Explain the message of being a true witness for Christ, the importance of living through good examples</li> <li>• Picture of prisoners.</li> </ul>
2	Social Vices and Witnessing to Christ.	a) Social vices and interesting to Christ. b) Importance of tolerance and peaceful co-existence	<ul style="list-style-type: none"> <li>• Discuss some bad practices in our nation today.</li> <li>• Suggest ways to avoid them mention some positive aspects of living a life for Christ.</li> <li>• Picture of drugs addicts and alcoholics.</li> </ul>
3	Civic Responsibility	a) Meaning of civic Responsibility and Examples.	<ul style="list-style-type: none"> <li>• Lead student to define civic responsibility and mention some of their civic responsibility.</li> </ul>
4	Christian attitude towards Persecution	a) Peters message to Christians under persecution ( 1 Peters 1:5-9; 4:12-19) b) Jesus' message on love of enemies (Matthew 5;38-48)	<ul style="list-style-type: none"> <li>• Explain how Christ our model was persecuted. Mention places in Nigeria where Christians are denied their rights. Discuss people they know that</li> </ul>

			<p>have survived persecution</p> <ul style="list-style-type: none"> <li>• Video film of persecution of early Christians</li> <li>• Picture of Christ on the cross.</li> </ul>
5	Christians attitude towards Persecution cont.	<p>a) Suffering and Christian faith.</p> <p>b) Christian attitude towards persecution (Colossians 1:2)</p>	
6	Impartiality	<p>a) Meaning of impartiality</p> <p>b) Equality of human beings before God ( James 2:1-3)</p> <p>c) Warning against prejudice (James 2:1-13)</p>	<ul style="list-style-type: none"> <li>• Read the passage mention instances of partiality and impartiality in our society today.</li> <li>• Explain the need to treat everyone equally. Video of mother Teresa of Calcutta.</li> <li>• Picture of Dr. and nurses treating patients in hospitals.</li> </ul>
7	Impartiality cont.	<p>a) “The Golden rule” (Matthew 7;12; Luke 6:31)</p> <p>b) Negative effects of Nepotism, favouritism and tribalism on society.</p>	<ul style="list-style-type: none"> <li>• Explain how “Golden rule” can lead to a human and just society. Write short note on nepotism, favouritism and tribalism on the society.</li> <li>• Outline the negative effects.</li> </ul>
8	The Resurrection and Second Coming of Jesus Christ	<p>a) Meaning of resurrection</p> <p>b) Paul’s teaching on resurrection and second coming (1Corinthians 15)</p>	<ul style="list-style-type: none"> <li>• Explain the significance of resurrection in the life of Christians.</li> </ul>
9	Preparation for Second Coming of Christ.	<p>a) Jesus’ teaching on second coming of Christ (Matthew</p>	<ul style="list-style-type: none"> <li>• Lead the students to need the passages and</li> </ul>

		25:31-46) b) Jesus talks on the last judgement when he comes Paul's teaching on how to prepare for the second coming (1 Thess 4:13-18).	outline signs of second coming of Christ.
10	Resurrection and Christian Faith.	The importance of the resurrection of Christ to Christian faith (1 Corinthians 15:3-8,12-20)	<ul style="list-style-type: none"> <li>• Explain that if Christ did not resurrect, our faith would have been in vain.</li> <li>• Picture of resurrected Christ.</li> </ul>
11	Revision	Revision	Revision
12-13	Examination	Examination	Examination

## ISLAMIC RELIGIOUS STUDIES

### SS 1 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	Revelation, recording and memorisation of the Glorious Qur'an during the life time of the Prophet Muhammad S.A.W	Definition of the terms. How the Glorious Qur'an was revealed, recorded and memorised during the life time of the Prophet Muhammad S.A.W. Items on which the Qur'an was written	Narration on how the Glorious Qur'an was revealed and identifying the items used for the recording of the Glorious Qur'an. Names of some Sahabas who memorized the Glorious Qur'an during the life time of the Prophet S.A.W. Copies of the Glorious Qur'an, stones, bones and leaves on which the Qur'an was written.
2	Definition and importance of Hadith. Relationship between Hadith and Shari'ah	Meaning and implications of Hadith and Shariah	Explanation of Hadith with concrete examples on Shari'ah. Hadith book.
3	The Arabs before Islam	Arabian peninsula before the coming of Islam. Religious, Economic and social life of the Arabs	Narration of how Arabian peninsula is before Islam. Map of Arabian peninsula.

4	Definition and importance of Kalamatu Shahadah.	Meaning and implications of Kalamatu Shahadah (1st part)	Reading, meaning and explanation of the first part of Kalamatu Shahadah.
5	Compilation and standardization of the Glorious Qur'an.	Meaning and how the holy Qur'an was compiled and standardised during the third Caliph.	Explanation on how the holy Qur'an was compiled and standardized. Pictures, slides.
6	Hadith of the Holy Prophet Muhammad S.A.W.	Forms of Hadith, criteria for the authenticity of Hadith.	Explanation on how to identify an authentic Hadith and forms of Hadith e.g. Isnad and Matr.
7	The life of the Holy Prophet Muhammad S.A.W.	His mission.	To explain his life time before revelation and after prophet hood.
8	Makkan and Medinan surahs	Distinction between Makkan and Medinan surahs	To explain the main difference between surahs revealed in Makka from that of Madinah.
9			Narration of the good qualities of the Prophets S.A.W. That brought people to embrace Islam. Islamic history books, Hadith and the Glorious Quran.
10	Shirk	Definition and types of shirk e.g. Hero worship, Ancestral worship, Atheism etc.	Explanations of how to identify shirk in actions and sayings. Pictures in cardboard of different shrines.
11	The four rightly guided Caliphs	Brief history of Abu-Bakr Siddiq, Umar Ibn Al-khattab, Usman ibn Attan and Aliyu ibn Abutalib.	Narration of the life history of the four rightly guided Caliphs.
12	The Concept of Worship (Ibadah) in Islam.	Definition, explanation and mode of ibadah in Islam. How to identify and apply ibadah in our daily life.	Explanation of worship and its forms and implications in Islam e.g. Good intention, salat, fasting etc.
13	Revision.	Revision.	Revision.
14	Examination.	Examination.	Examination.

## ISLAMIC RELIGIOUS STUDIES

### SS 1 SECOND TERM



WEEK	TOPICS	CONTENT	ACTIVITES/TEACHING AIDS
1	The Glorious Qur'an.	Importance of the Glorious Qur'an.	Explanation of the importance of the Glorious Qur'an to the Muslims. Copies of the Glorious Qur'an.
2	Hadith	The six sound collections of Hadith.	Identifying, listing the six sound collections of Hadith and their authors.
3	The four rightly guided Caliphs.	The life history of the first Caliph (Abubakar Siddiq) and his contributions to Islam.	Explanation and narration of the life history of Abubakar Siddiq.
4	Articles of Faith (Iman)	Definition of Iman. Listing of the six articles of faith in Islam and their implications.	Explanation of Iman and its branches e.g. belief in Allah, Angels, Prophets etc.
5	Tafsir	Definition, origin, sources and importance of Tafsir.	Explanation of Tafsir, its origin, sources and importance.
6	The four rightly guided Caliphs	The life history of second Caliph (Umar Ibn Al-khattab) and his contributions to Islam.	Explanation and narration of the life history of Umar Ibn Al-khattab.
7	The Articles of Faith (Iman)	Belief in Allah, Angels, and revealed books.	Explanation of belief in Allah, Angels and revealed books. Cardboard showing the three articles of Iman.
8	The Glorious Qur'an	Reading, writing and translation of the following; i. Suratul Fatiha (Q1:1-7) ii. Ayatul Kursiyu (Q2:225) iii. Amanar Rasul (Q2:285-286)	Recitation, writing, translation and explanation of Suratul Fatiha, Ayatul Kursiyu and Amanar Rasul in the holy Qur'an.
9	Hadith	Hadith 1 and 2 of An-Nawawi's collections. Reading, writing, memorization and meaning.	Reading, writing, memorization and explanation of the meaning of Hadith 1 and 2 of An-Nawawi's collections.
10	Hadith	Hadith compilation	To identify the compilers of the six sound collection of Hadith and their brief biography. Books of Hadith e.g. Sahih Bukhari, Sahih Muslim etc
11	Fiqhu	At-taharah (Purification). Definition, kinds and importance.	Explanation of the meaning, kinds and importance of At-taharah in Islam
12	Revision.	Revision.	Revision.
13	Examination.	Examination.	Examination.

## ISLAMIC RELIGIOUS STUDIES

### SS 1 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITES/TEACHING AIDS
1	The Glorious Qur'an.	Reading, translation and commentary of: i. Suratul Shams (Q91) ii. Suratul Layl (Q92) iii. Suratul Duha (Q93) iv. Suratul Inshirah (Q94)	Reading, writing and commentary of the surah as they appeared in the content table.
2	Al Hadith	Hadith no. 3 and 5 of Al-Nawawi collection and lessons learnt.	Reading, meaning and explanation of the said Hadith.
3	Islamic History	Islamic political system on: Sovereignty of Allah (SWT)	Explanation on the Islamic political system on the sovereignty of Allah (SWT)
4	Fiqhu	As-salat (prayer) Describing the Raka'ah in each prayer.	Explanation on one of the pillar of Islam.
5	The Glorious Qur'an	Reading, translation and commentary of: i. Suratul Tin (Q95) ii. Suratul Alaq (Q96) iii. Suratul Qadr (Q97)	Reading, writing and commentary of the surah as they appeared in the content table.
6	Al Hadith	Hadith no. 4 of Al-Nawawi collection and lessons learnt.	Reading, meaning and explanation of the said Hadith.
7	Fiqhu	The Principles of i. Al-Amanah (Trust) ii. Adalah (justice) iii. Shinah (Mutual consultation)	Explanation on how to acquire Al-Amanah, Adalah and to be involved in shurah. Such things are acquired from the history of the holy prophet's life history.
8	Fiqhu	The concept of Zakkat i. Relevant verses about zakkat ii. Relevant Hadith about zakkat	Explanation on zakkat, how it is distributed and those who enjoy it.
9	The Glorious Qur'an	i. Suratul Bayyinah (Q98) ii. Suratul Zilzalah (Q99) iii. Suratul Adiyat (Q100)	Reading, translation and commentary of the 3 chapters from the holy Qur'an
10	Fiqhu	The implication of the six articles of faith (Iman). Belief in Prophets, last day and destiny.	Explanation on the six articles of faith as well as their implications.

11	Revision.	Revision.	Revision.
12	Examination.	Examination.	Examination.

## HISTORY

### SS1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>MEANING OF HISTORY.</b>  - <b>SOURCES OF HISTORY AND DANTING</b>	Teacher explains and defines what history means, the story of the past- demonstrate before the class. Differentiating between the past and the present.  State and explain the sources e.g. testimonies, archaeological findings like broken old pots- by the teacher. This can explain how history was obtained.
2	<b>HISTORICAL SKILLS; ANCIENT AND MODERN APPROACH</b>	The teacher states and explains the various historical skills using cultural artifacts.  The students explain and mention the various historical skills.
3	<b>PROSPECT FOR ICT IN HISTORICAL STUDIES</b>	The teacher explains the meaning of ICT- information communication technology and enumerates the importance using learning materials like satellite, TV, video recorder.  The students are allowed to touch and practice with the teaching aids.
4	<b>LAND AND THE PEOPLE OF NIGERIA; COASTAL REGIONS, FORESTERY REGION AND SEMI SAVANNAH</b>	Mention various coastal, forestry and savannah areas using maps that contain these regions.  The students are made to point the regions out from the map at or by the end of the lessons

5	<b>LAND AND THE PEOPLE OF NIGERIA CONTINUED ; MAIN PHYSICAL FEATURES RIVERS/MOUNTAINS</b>	<p>Features of the main physical areas with mountains and rivers are outlined for the students.</p> <p>The students are taken out to see these various features.</p>
6	<b>LAND AND PEOPLE OF NIGERIA CONTINUED ; CULTURAL WAYS OF THE LIFE OF THE PEOPLE</b>	<p>Description of Kanem Borno, Hausa states , Igbo, Yoruba, Efik etc</p> <p>Instructional materials: pictures containing different ethnic groups dressing are displayed before the students</p> <p>The students are made to differentiate the cultural dressing through the pictures.</p> <p>Ethnic maps can as well be used.</p>
7	<b>EARLY CENTRES OF CIVILIZATION IN NIGERIA; IGBO UKWU ,IFE ,BENIN ETC</b>	<p>Places like Igbo ukwu, Ife and Benin are mentioned and explained by the teacher. The elements of civilization in these areas are indicated with the aids of maps.</p>
8	<b>EARLY CENTRES OF CIVILIZATION IN NIGERIA CONTINUED;KANEM AND BORNU(NOK)</b>	<p>Description and explanation with teaching aids of charts and maps involving the students actively.</p>
9	<b>THE STATES FORMATION PROCESS CENTRALIZED STATES KANEM/ BORNU</b>	<p>Description of the various states explaining what centralized really means</p>
10	<b>THE STATES FORMATION PROCESS CONTINUED EFIK MIGRATION ENVIRONMENT AND COMMERCIAL ACTIVITIES OF IGALA, JUKUN, ETC</b>	<p>The traditional features, movement and commodities of the various states in Nigeria are outlined for the students. The processes of their formation are narrated.</p>

11	<b>THE STATE FORMATION PROCESS</b>  <b>NON – CENTRALIZED STATE; IGBO, ISOBO, IBIBIO ETC</b>	Features, description and administration of these regions and their process of formation are enumerated by the teachers using maps as well as demonstrate before the class most of their cultural differences.
12	<b>THE STATE FORMATION PROCESS CONTINUED; IDO, TIV, BIROM, ANGAS ETC.</b>	The teacher describes and explains these states, and makes the student mention and explain them. Items can be gathered for representation of these different cultures.
13	Revision	Revision
14	Examination	Examination

## HISTORY

### SS1 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>THE HAUSA STATES TO 1800;</b>  i. Identify areas referred to as Hausa  ii. Trace its evolution to statehood.	Teacher identifies the areas of Hausa land for the students using map.  The students by the end should be able to mention and trace Hausa evolution to statehood.
2	<b>THE HAUSA STATE TO 1800 CONTINUED;</b>  - The economic activities of Kano and Katsina. - Why the Hausa states fought wars among themselves.	Description and explanation pictures /charts.  The students mention, state and describes most of the economic activities of the Hausa land 1800.
3	<b>THE HAUSA STATES TO 1800 CONTINUED;</b>  Indigenous technology, craft and industries.	The teacher explains the terms and identifies the materials – ancient materials of Hausa land  The students are assigned to bring

		these materials as assignment.
4	<b>NUPE:</b> Indigenous technology craft agricultural activities and industry.	Explanation and description of these activities e.g. fishing trade and craft are duly explained to the students with maps and physical materials like hoes, Nets and molds pots the students should be able to explain them.
5	<b>JUKUN;</b> i. Peculiar places in Jukun ii. Basis of their military power.	The students should be able to mention the various peculiar places in Jukun.  Point them out from the maps and explain the Jukun military power.
6	<b>IFE AND OYO;</b> The theories of the Yoruba origin in political organization/craft and industry.	The teacher describes and traces the Yoruba origin in the various tales of origin, political organization, and agricultural activities. The students should be able to tell or say the stories of the Yoruba origin.
7	<b>BENIN;</b> The stages of its development, rulers and relationship with their neighbours.  - <b>ECONOMY;</b> technology, craft and industry.	Teacher explains, describes, and differentiates between its neighbours (Benin).  Maps indicating or pointing out the boundaries existing between Benin and its neighbours.  The students should be able to describe and explain the development stages, and mention the names of the rulers of Benin kingdom.

8	<p><b>THE EFIK;</b> factors that led to the rise of Efik political organization.</p> <p>European contact, economic and hinterland neighbours.</p>	<p>Teacher describes and explains the rise of political organization, contact with Europe, and hinter land neighbours of the Efik, with pictures and maps.</p> <p>The students listen and identify the location and boundaries of Efik.</p>
9	<p><b>INTER-GROUP RELATIONS;</b></p> <ul style="list-style-type: none"> <li>- Commercial activities</li> <li>- Commodities linking across the various kingdoms.</li> </ul>	<p>Comprehensive description of the commercial activities that linked the various kingdoms are tabled before the students making them remember the boundaries of the states e.g. Nupe, Oyo etc.</p> <p>Resources; physical and ethnic maps.</p> <p>The students are given assignment to draw and specify the neighbouring boundaries.</p>
10	<p><b>INTER-GROUP RELATION CONTINUED;</b></p> <p>Migration causes and impacts.</p>	<p>The teacher explains and defines migration, the causes and impacts using the states as example.</p> <p>Various reasons for people living where they were to another is explained.</p> <p>The students are made to mention the causes-</p> <p>Instructional materials: map/charts.</p>
11	<p><b>INTER-GROUP RELATIONS CONTINUED;</b></p> <p>Wars and politics of the ethnic groups, e.g. Benin, Efik.</p>	<p>Teacher describes the nature of political administration of the Benin and Efik etc, cause of war, (ethnic wars) and the impacts.</p> <p>Aids; pictures/maps- the students describes and explains them.</p>

12	Revision	Revision
13	Examination	Examination

**HISTORY**  
**SS1 THIRD TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
1	<b>EARLY EXTERNAL INFLUENCE; CONTACT WITH THE NORTH – TRANS SAHARAN TRADE</b>	The teacher describes and explains the nature and the use of the trade routes using maps with bold drawing makes of its boundaries.  The students should be able to explain the nature/routes of the trade.
2	<b>EARLY EXTERNAL INFLUENCE CONTINUED; CONTACT – WITH THE NORTH – TRANS – SAHARAN TRADE</b>	The teacher mention and describes the locations involved in the movement e.g. morocco – taodeni, Timbuktu etc  The students with the map tracing aid mention and identify the various locations.
3	<b>EARLY EXTERNAL INFLUENCES CONTINUED</b>  - The commodities of the trade.	Descriptions and stating the nature of the commodities  The students should be able to mention and describe the nature of the commodities.  Samples of the goods are brought to the class for teaching.
4	<b>EARLY EXTERNAL INFLUENCE CONTINUED;</b>  - The causes and impacts of the trade	The teacher states the cause, advantages and disadvantages of the trade  Charts and maps are used.  The students are made to mention and explain the causes and impact of the trade



		individually.
5	<b>EARLY EXTERNAL INFLUENCES; ISLAM IN KANEM BORNU</b>	<p>The teacher traces the introduction of Islam in early days of Kanem Borno</p> <p>A map before A.D 1800 of the Western Sudan is displayed before the students. The students should be able to spot them out from the map.</p>
6	<b>EARLY EXTERNAL INFLUENCE CONTINUED ISLAM - IMPACTS.</b>	<p>The description of Islam in North Africa and Saharan as prelude to the coming. How the influence was impactful.</p> <p>Mai umme and the acceptance of Islam by the kanem court</p>
7	<b>EARLY EUROPEAN CONTACT WITH COASTAL STATES; IDENTIFICATION OF THE VARIOUS COASTAL STATES.</b>	<p>The teacher through the use of maps indentifies the coastal state and describes them individually</p> <p>The students should be able to identify the various coastal areas.</p>
8	<b>EARLY EUROPEAN CONTACT WITH COASTAL AREAS; IMPACTS</b>	<p>The teacher outlines the advantages and disadvantages of the impact of the contact.</p> <p>The students should be able to outline the various impacts or effects. Picture /maps are used.</p>
9	<b>TRANS – ATLANTIC SLAVE TRADE ORIGIN AND REASON FOR THE TRADE</b>	<p>The teacher defines the origin of slave trade and the causes. The students should identify what was being sold, how and where it was bought and sold. Human beings maps containing slave trade are provided with wooden carves in museums</p>

		are brought to the students.
10	<b>TRANS—ATLANTIC SLAVE TRADE CONTINUED; FEATURES AND NATURE OF THE TRADE</b>	The teacher states and explains the features and nature of Trans – Atlantic slave trade. The students should be able to state and explain the features and nature of trans- Atlantic slave trade.
11	<b>TRANS – ATLANTIC SLAVE TRADE CONTINUED IMPACTS OR EFFECTS OF THE TRADE</b>	The teacher states and explains the advantages and disadvantages of the trade using the old maps containing the features of the Trans-Atlantic slave trade.
12	Revision & Examination	

## VISUAL ART

### SS1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>NIGERIAN CULTURAL ARTS (200BC – 1900AD)</b> -Characteristic features location and origin of Nok arts (tera cotta) Igbo Ukwu arts of Benin and Ife art.	Discuss on the location, origin and characteristic features of Nigerian art cultures. Resources – photographs of some features and maps, textbooks and illustration from magazines.
2	<b>CONTINUATION OF NIGERIAN CULTURAL ART</b> -Characteristic features, location and origin of esie soap, stone, works, tsoode bronze and wood carving of ekpo, ibibios and annangs.	-Discussions on the characteristic features, location and origin. -Production and use of the art works. Participate in class talk. -Resources- illustration from books and magazines. Students copy notes.

3	<p><b>MUSEUMS IN NIGERIA</b></p> <p>-Definition of museum, dates of establishment, locations and history. Types of museum and their functions.</p> <ul style="list-style-type: none"> <li>• Preservation and antiquities.</li> <li>• For Historical research.</li> <li>• For tourism</li> </ul>	<p>Define museums, history of museums, and location, types of museum and dates of establishment and preservation.</p> <p>-Resources- maps o location and photographs, containing illustrations of museums.</p> <p>Set a mini museum in class with historical articles.</p>
4.	<p><b>ARTS GALLERIES IN NIGERIA</b></p> <p>Definition of art gallery, location, dates of establishment and functions.</p> <p>- For promotion of artists, and their works.</p> <p>-Sales of artworks, preservation and entertainment.</p>	<p>Discuss the location of art gallery, establishment and functions.</p> <p>Discuss how artifacts and artworks of galleries are preserved.</p> <p>Resources- photographs containing art galleries, pictures of local arts and crafts.</p>
5	<p><b>VISUAL ARTS</b></p> <p>-Definition of visual art Classification of visual arts</p> <p>- Fine arts; Drawing painting and sculpture.</p> <p>- Applied art; Graphics, textile, ceramics.</p>	<p>Define visual arts; discuss the components of each class of visual arts and the function.</p> <p>Resources- works of art that represent each of the classes. Students copy notes.</p>
6	<p><b>VISUAL ARTS</b></p> <p>-Functions of visual arts;</p> <p>-Uilitarian (teacups,clothesetc)</p> <p>-Advert posters, asthetic (painting etc)</p> <p>-Religious( carved, images, masks) etc</p> <p>Political (chiefly stools)</p> <p>-Symbols, and to educate.</p>	<p>Discuss the function of visual arts.</p> <p>Resources- pictures of art works and house hold materials.</p>
7	<p><b>PROFESSION AND JOB OPPORTUNITIES</b></p> <p>Professions of visual artists Graphic designers e.g. video editors, cartoonists, designers for lithographic painting Industrial designers e.g. textile designer. Painters Sculptors Ceramic</p>	<p>Discusses job prospects in visual arts. Mention some of the products from the profession.</p> <p>Dramatise the job n visual arts (students participate in drama).</p> <p>Resources- magazines and newspapers write-ups showing pictures of professionals.</p>

8	<b>CONTINUATION OF PROFESSIONS AND JOB OPPORTUNITIES</b> -Photographer, cultural officers, medical illustrators, investigative illustration.	Mention some of the products from these professions. Resources- magazines and newspaper write ups, showing pictures of professionals.
9	<b>VISUAL SENSE</b> - The dynamic of basic shapes in every object e.g. cylinder or bottles. * The basic shapes of natural and man-made objects. * House hold objects like – bottle, flask etc. * Objects in surface likeness (texture)	Discuss the dynamic of basic shapes in every object. Use variety of natural and man-made objects to illustrate the concept. Students identify shapes which objects could be reduced to. Resources:- selected household objects like bottle, flask, fruits, sprays etc.
10	<b>TEXTILE DESIGNS</b> - Practical: Basic shapes in every object * Draw basic shapes of natural and man-made objects. *Arrange objects on table.	Students participate in drawing the arrange objects on the table by the teacher. Resources: Different types of object from natural and man-made.
11	<b>THE NUACE OF COLOUR</b> - Colour mixture on surfaces of objects * Using colour on an object that seem to have one colour (tint).	The teacher discuss colour mixture and explain one colour (tint). Students participate using colour. Resources: Different objects with one colour.
12	<b>ELEMENTS OF DESIGNED</b> - Elements – line, texture, colour, size, shapes, value and space. - Principle – balance, contrast, proportion, variety, aradation and harmony.	Explains all the elements and principle of design. Uses picture to illustrate the principle of design and when to apply a particular one in Art making. Resources: work art portraying elements and principle of design. Students make works applying the principle of design.
13	Revision	Revision
14	Examination	Examination

## VISUAL ART

### SS1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>DRAWING</b></p> <p>1. Concept of lines:</p> <ul style="list-style-type: none"> <li>-Type of lines e.g. vertical, horizontal, wavy, spiral zig-zag etc.</li> <li>-Qualities of lines e.g. thick, thin, heavy, flexible etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the nature, types, and qualities of lines.</li> <li>-Demonstrate various types of line.</li> <li>-Students use line to construct objects.</li> </ul> <p><b>RESOURCE:-</b>Different objects e.g. Chairs, pencil and paper</p>
2	<p><b>DRAWING</b></p> <p>1. Functions of drawing.</p> <ul style="list-style-type: none"> <li>-Demonstration and description of shapes e.g. Forms, texture, shapes composition.</li> </ul>	<ul style="list-style-type: none"> <li>-State functions of drawing.</li> <li>-Leads the class in various exercises involving lines, student observe lines in nature and man-made objects of various shapes.</li> </ul> <p><b>RESOURCE-</b>Shapes of different object from nature and non man-made.</p>
3	<p><b>CONTINUATION OF DRAWING</b></p> <p>1. Lines as patterns in nature and man-made objects. Man-made object.</p> <p><b>Nature:</b></p> <ul style="list-style-type: none"> <li>-wood land (trees without leaves)</li> <li>-lines on animals e.g. Zebra Skeleton of animals and veins in leaves</li> </ul> <p><b>Man –Made</b></p> <ul style="list-style-type: none"> <li>-Power and railway lines, Bridges, Fence and structure of buildings</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Students are directed by teacher outside.</li> <li>-Guide students to observe lines in nature and man-made object. Draw lines to form pattern focuses on the object.</li> </ul> <p><b>RESOURCES:</b> Outside objects of man-made and nature pen. (Ball point pen)</p>
4.	<p><b>SHADING TECHNIQUES</b></p> <p>1. Various shading techniques.</p> <ul style="list-style-type: none"> <li>-Cross hatching</li> <li>-Hatching</li> <li>-Pointilism</li> <li>-Blurring</li> </ul>	<ul style="list-style-type: none"> <li>-Mention the various shading techniques on the board and demonstrates the various shading techniques.</li> <li>-Student practices the various shading techniques.</li> </ul> <p><b>RESOURCES:</b> Cardboards, pencil, ball point pen.</p>

5	<p><b>STILL LIFE DRAWING</b></p> <p>1. Composition of inanimate objects like bottles, table and chair. Laying emphasis on proportion, textures and shading.</p> <p>* Lines, qualities direction of shapes and forms and simple perspective.</p>	<p>Explains various inanimate objects using photographs or illustration. Arrange composition of related objects for students to draw.</p> <p>Resources – inanimate objects like table and chair, cups and flask, pencils and cardboard.</p>
6	<p><b>DRAWING FROM NATURE</b></p> <p>- Study of nature e.g. flowers, rocks, fruits vegetables, insects and fish.</p>	<p>Talk about nature and arrange composition of natural objects for students.</p> <p>Resources: natural objects of different types/kind.</p>
7	<p><b>LIFE DRAWING</b></p> <p>- Drawing of human figure.</p> <p>* composition</p> <p>* proportion</p> <p>* tonality</p>	<p>Demonstrate the correct methods of observing the human figure, using pencil for measuring. Half closed eyes for focusing and carrying out the human figure as a silhouette. Students make sketches.</p> <p>Resources: A model posing before the class.</p>
8	<p><b>LANDSCAPE DRAWING</b></p> <p>- Outdoor scenery made up of grass, (different sizes and colours) house and hills showing space, composition and perspective showing:-</p> <p>* Foreground</p> <p>* Background and middle ground</p>	<p>Discuss and explain with illustrations, what landscape refers to and other scene shown. Student – observe and draw landscape scenery.</p> <p>Resources:- Landscape scene outside.</p>
9	<p><b>IMAGINATIVE DRAWING</b></p> <p>- Compositional scene, e.g. festival, accident scene ceremonial scenes.</p>	<p>Explain imaginative drawing. Students to recall scene from memory and draw.</p> <p>Resources:- showing of drawn composition of scenes.</p>
10	<p><b>ART TERMINOLOGIES</b></p> <p>Terminologies in two dimensional art:- vanishing point, medium chiaroscuro, foreshortening, aerial view, repeat, motif, etc.</p>	<p>Explains the terminologies in 2 dimensional art as stated. Explain the aspect of 2-D Art the terms belong.</p> <p>Students listen and discuss the terminologies, copy notes.</p> <p>Resources:- Different art works of 2 dimension.</p>
11	Revision	Revision

12	Examination	Examination
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## VISUAL ART

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ART TERMINOLOGIES</b> -Terminologies of words in (3-D) * Three dimensional art e.g. Terra cotta, sculpture in the round. * Green ware, leather hand, Relief etc.	-Teacher and students state the terminologies in 3-D art. -Explains the terminologies in 3-D <b>RESOURCE</b> -Art reviews, Art essays chart and 3-D art work
2	<b>INTRODUCTION TO MODELLING</b> -Ceramics (meaning) * Types of clay (primary and secondary) * Properties of clay e.g. plasticity * ceramic tools and equipment's * Function of ceramics.	_Explains the meaning of ceramics. -State the types of clay and mention ceramic tools and their uses, student mention some uses. <b>RESOURCES</b> -Clay, ceramic tools like-sponge, twine, wheel etc.
3	<b>METHODS OF MODELLING</b> -Different methods of making ceramic works. * coiling * slabbing * pinching * process of drying and firing	-Enumerate the different methods and demonstrate various methods of molding. Student participates in class demonstration. <b>RESOURCES</b> -Clay, table, buckets, sponge, spatula
4.	<b>SCULPTURE</b> -Meaning of sculpture. -Common tools and materials in sculpture -Technique of using sculptural tools, and types of sculpture e.g. metal, cement, wax, wood terra cotta, plaster of Paris (POP) etc	-Discuss the meaning of sculpture and types. -Demonstrates the use of tools in sculpture and some techniques in sculpture. -Students practice simple modeling and identify tools. -Resources – clay, wood etc.

5	<p><b>INTRODUCTION TO ART APPRECIATION</b></p> <p>-The analysis and evaluation of works of arts.</p> <p>-Forms and their suggestions.</p> <p>-Use of elements and their principle of design.</p> <p>-Composition in art work for harmony.</p>	<p>Defines Art Appreciation.</p> <p>-Explains the criteria for evaluating art works such as use of element and principles of design.</p> <p>-Copy note</p> <p>Resources:- pictures of art works, magazines, newspaper.</p>
6	<p><b>INTRODUCTION TO COMPUTER GRAPHICS</b></p> <p>-Computer hardware; the visible and tangible components of the computer, e.g. monitor, system unit, printer, keyboard, mouse, and scanner.</p>	<p>Define computer hardware and show the components.</p> <p>-Students, listen to teacher's definition, and practice on the computer.</p> <p>-Resources- computer, scanner, printer, monitor etc.</p>
7	<p><b>INTRODUCTON TO COMPUTER GRAPHICS.</b></p> <p>-Computer software;</p> <p>The intuition that tells your system what to do e.g- coral draw, hardware graphics, Adobe photoshop. The 4 basic mouse techniques are; pointing, clicking, double clicking, and dragging.</p>	<p>Define computer software and demonstrate the 4 basic mouse techniques.</p> <p>Students practice the four basic mouse techniques and copy notes.</p> <p>Resources- computer, scanner, digital camera.</p>
8	<p><b>INTRODUCTION TO GRAPHICS</b></p> <p>-Block lettering and calligraphic lettering.</p> <p>Features- spacing formation of letters streamlining, of letters, skills and craftsmanship curves, ascenders and descenders</p>	<p>Discactuss different letter chars.</p> <p>-Demonstrate using pen to make strokes, curves, spirals etc.</p> <p>-State the different types and faces of block letters.</p> <p>-Students practice the construction of simple letters, practice the use of calligraphic pen.</p>
9	<p><b>INTRODUCTION TO GRAPHICS (CONT).</b></p> <p>-Forms of graphic advertisement.</p> <p>-Newspaper adverts, posters, handbills, invitation cards, book cover, etc.</p> <p>-Advertisement features- suitable design, legibility of letters, technical proficiency, communication, colour distribution and harmony.</p>	<p>-Display and explain various forms, qualities and characteristics of advertisement.</p> <p>-Guide students to make cards and posters, and visit printing press or T.V houses.</p> <p>-Resources- Newspaper, magazines, colour, pencils, drawing set, ruler.</p>



10	<b>TEXTILE DESIGNS</b> Textile design on paper. -Motif; A single unit of design. -Repeat patterns e.g. block half drop, mirror repeat diamond etc.	Define motif and their sources. Lead discussion on various arrangements of motif and repeat patterns. Illustrate examples of motif on board. Students create various types of motif and create patterns. Resources:- Board, cartridge paper. Tracing paper, colour, pencil and shells for motif.
11	<b>PRINTED TEXTILE DESIGN</b> -Printing techniques -Block -Lino cut -Wood cut -Yam cut -Screen printing.	Define printing and the techniques and prepare the motif for printing leads the class in print-making and students prints on fabrics. Resources- printing table, fabric wood block, scissors, paper, squeeze thickner and mesh.
12	Revision	Revision
13	Examination	Examination

## MUSIC

### SS I FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES/EVALUATION.
1-	<b>Notation: Staff and Tonic Solfa</b> 1- Lines and spaces(stave) 2- Treble and bass clefs 3- Tonic solfa 4- Melody in C major.	Write a melody of not more than 4 bars. a. On treble staff. b. In tonic solfa notation.
2-	<b>Scales.</b> 1- Accidentals. 2- Key signature. 3- Major/minor scales. 4- Tonality.	1- List 3 types of scales(African and western scales.). 2- Explain the difference between diatonic and pentatonic scales. 3- Compose a simple melody of not more than 4 bars using a pentatonic scale.
3-	<b>Transcription.</b> 1- Pitch differentiation. 2- Punctuations marks.	Students transcribe the following melody into staff  d:m r/d:t/d:-

	3- Rest signs.	
4-	<b>Intervals.</b> 1- Random musical notes. 2- Keyboard.	1- Write the intervals of 6 <sup>th</sup> , 7 <sup>th</sup> and octave (8 <sup>th</sup> ). 2- Write any intervals on the chalkboard and identify them.
6-	<b>Cadences.</b> 1- Types of cadences.	1- Identify the following cadence:
7-	<b>Musical instrument (study skills).</b> Skills for playing simple musical instruments (western). “All the four families of instruments”.	1- Play a given melody or rhythm fragment together. 2- Demonstrate the skills they have acquired on their instruments by playing a piece together.
8-	<b>Ensemble playing (African dance style).</b> Use of different African musical instruments e.g. pot drum, wooden maracas, flute, drums etc.	1- Demonstrate the skills of combining instruments in an ensemble. 2- Practice the accompaniment to a given time. 3- Dance style.
9-	<b>Identification of tones / pitches.</b> Tonality.	1- Write out the tones played by the teacher. 2- Signify by raising their hands to indicate sounds that make an octave.
10-	<b>Rhythm dictation</b> Rhythmic patterns.	1- Grouping of the notes and clapping.
11-	<b>Maintenance and care of tools and pre-colonial African music.</b> 1- Classification of traditional musical instruments. 2- Storage. 3- Tools for making instruments. History of African music.	1-List 4 ways of caring/ maintaining a given traditional musical instrument. 2-Describe the physical features of one or two musical instruments. 3-Draw any traditional musical instruments of their choice. 4-Try to use the tools to construct any musical instrument of their choice. Write short notes on the music of Africa before the colonial era.
12-	<b>Western music</b> a). Medieval period.	Write short notes on the music of the medieval period.

	Features of early music.	
13-	Revision.	Revision.
14-	Examination.	Examination.

## MUSIC

### SS1 SECOND TERM

WEEK	TOPIC/CONTENT.	ACTIVITIES/ EVALUATION.
1-	<b>Notation Solfa.</b> 1- Names of the scale degrees in tonic solfa. 2- The three commonly used octaves: the unmarked octave(d-t) the octave below(d,-t,) and the octave above (d'td') .	Write a melody in solfa that draws its notes from any two of three commonly used octaves.
2-	<b>Transcription.</b> Familiar melodies.	Transcribe the following phrase into solfa notation.
3-	<b>Intervals.</b> 1- Tones and semi-tones. 2- Major and minor.	1- Write the interval of a major 3 <sup>rd</sup> and perfect 5 <sup>th</sup> . 2- Explain the differences.
4-	<b>Transposition.</b> Short familiar.	1- Transpose any given melody from one key to (e.g. F) another (e.g. F ). 2- Transpose a given melody up (e.g. a 4 <sup>th</sup> or down e.g. a 5 <sup>th</sup> ) 3- Transpose a short melody into treble stave.
5-	<b>Triads.</b> 1- Identification of the degrees of the diatonic scale with Roman Numerals. 2- Primary and Secondary triads in major scales. 3- The structures of four types of the triads.	1- Write the roots of primary & secondary triads of C major e.g. 'C' (doh ) for chord I (primary) 'E' (me) for chord III (secondary). 2- Write the 3 <sup>rd</sup> and 5 <sup>th</sup> above the following as roots. G, A, B,-flat, D. 3- Describe the resultant triads in 2 above as primary or secondary. 4- Add the 3 <sup>rd</sup> and 5 <sup>th</sup> above the notes below as roots. C D E F G A B C I II III IV V VI VII VIII

6-	<b>Rhythm.</b> Rhythm patterns.	Identify from a group of rhythm patterns, the one played or sung by the teacher.
7-	<b>Sight- reading.</b> 1- Simple melodies. 2- Dynamic signs.	1- Sing a 4-bar folk song in simple duple time.
8-	<b>Computer music (soft ware).</b> 1- Operating a computer. 2- Installing a software into a computer.	1- Recount the procedures in booting and installing of music software.
9-	<b>Western dance styles.</b> 1- Features of social dance, including the kind of music, costumes, set and so on.	1- Perform a special social dance as directed by the teacher.
10-	<b>Nigerian dance styles.</b> Nigerian traditional dance styles.	1- Perform any traditional dance style.
11-	<b>Revision</b>	
12-	Revision.	Revision.
13-	Examination.	Examination.

## MUSIC

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES /EVALUATION
1-	<b>Scales.</b> Diatonic major and minor (natural scales).	1- Construct diatonic major and minor scales on given tonics. 2- Draw the circle of fifth showing the numbers of sharps and flats.
2-	<b>Intervals.</b> 1- Meaning of intervals. 2- Table of inversions of intervals.	1- Students to complete the following statements accurately. a. When the lower notes of an interval is placed an octave higher, it is said to be ----- ----- b. When the upper of an interval is placed an octave lower, it is said to be ----- ----- c. When a 3 <sup>rd</sup> is inverted it becomes a ----- --- d. When the lower (or upper) note of an interval is placed an octave higher (or lower) the resultant interval is ----- e. When a perfect 4 <sup>th</sup> is inverted it becomes a ----- ---- 2- Write the inversion of the following

		intervals.
3-	<b>Triads</b> 1- Structures of inverted primary and secondary triads.	1- Write the root position, 1 <sup>st</sup> and 2 <sup>nd</sup> inversions of a triad on a given root. 2- Name the qualities of the intervals in the root position, 1 <sup>st</sup> and 2 <sup>nd</sup> of a given primary and secondary triad.
4-	<b>Transposition</b> 1- Pitch. 2- G and F clefs.	1- Transpose a given piece of music an octave higher or lower.
5-	<b>Cadences</b> 1- Example of semi-cadence and interrupted cadence.	1- Explain the term cadence. 2- List the types of cadences. 3- Write a given type of cadence accurately. 4- Write the root movements of the various types of cadences.
6-	<b>Musical instruments (practical).</b> 1- Percussion. 2- String. i). The knowledge of the skills and techniques of playing.	1- Play a given melody on their instruments. 2- Play as an ensemble.
7-	<b>Ensemble (African)</b> Group playing	1- Perform a folk song together. 2- Sartier.
8-	<b>Nigerian dance style and western dance style.</b> 1- Nigerian traditional dance styles. 2- Features of social dance, including the kind of music costumes, set and so on.	1- Perform any traditional dance style. 2- Perform a special social dance as directed by the teacher.
9-	<b>Pre-colonial African music (Nigerian).</b> Nigerian traditional instruments.	1- List 10 indigenous musical instruments. 2- Play music in an ensemble as guided by the teacher.
10-	<b>Western music medieval and renaissance periods.</b> l). Some named composers and their works.	1- Write short notes on the lives and works of one composer from each of the periods.
11-	<b>Maintenance, care and</b>	Differentiate between orchestral and dance band

	<b>servicing.</b> Identification of orchestra instruments.	instruments.
12-	Revision	Revision
13-	Examination	Examination

## FRENCH LANGUAGE

### SS 1 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p>Contrôle continu Se présenter en détail 1ère Épreuve Etude de compréhension orale : je m'appelle John et toi ? (nom). Je suis Nigérian (nationalité). J'ai 14ans (âge). Je suis professeur (profession). J'habite Abuja (domicile). Etude d'expression orale: jeu de rôle. Maîtrise de la langue: verbe au présent exemple: s'appeler, être, avoir, habiter. Masculin et féminin des adjectifs qualificatifs nigérian/nigériane.</p>	<p>Le professeur parle de lui-même et invite les élèves tour à tour à parler d'eux-mêmes. Le professeur écrit au tableau différentes formes de présentation. Un élève présente son voisin de table à la classe. Chaque élève remplit une fiche d'identité. <b>Resource pédagogique</b> Textes de lecture facile documents authentiques images, photos, textes audio/CDs/cassettes audio, cartes, carte d'identité, textes de dialogues adaptés, coupures de journaux, films, textes de production orale.</p>
2	<p>Identifier des personnes par profession, titre Compréhension écrite : texte de lecture sur des professions variées. Maîtrise de la langue : il est professeur, elle est journaliste. Elle est étudiante. Il met un pantalon rouge. Question sur la compréhension à répondre. Expression orale : jeu de rôle.</p>	<p>Le professeur décrit un ou deux élèves. Il demande aux élèves de faire des jeux de rôles. Les élèves, par petits groupes, créent un personnage en donnant les détails de ce personnage. Les élèves regardent l'image des différents professionnels qu'ils décrivent en quelques détails. <b>Resource pédagogique</b> Choisir parmi les ci-dessus.</p>
3	<p>Identifier des personnes par couleur et habit. Compréhension écrite : description d'une personne en détail. Maîtrise de la langue. Masculine et féminine, singulier et pluriel de nom</p>	<p>Le professeur décrit un ou deux élèves. Il demande aux élèves de faire des jeux de rôles. Les élèves, par petits groupes, créent un personnage en donnant les détails de ce personnage. Les élèves regardent l'image des différents professionnels</p>

	<p>Compréhension orale : écoute une cassette audio. Questions sur la compréhension orale écoutée.</p>	<p>qu'ils décrivent en quelques détails.  <b>Resource pédagogique</b>          Choisir parmi les ci-dessus.          Le professeur décrit un ou deux élèves. Il demande aux élèves de faire des jeux de rôles.          Les élèves, par petits groupes, créent un personnage en donnant les détails de ce personnage. Les élèves regardent l'image des différents professionnels qu'ils décrivent en quelques détails.</p>
4	<p>Exprimer ses goûts et ses préférences.          Expression orale : j'aime, ça me plaît, j'adore, je voudrais, je préfère, je déteste.          Expression écrite : rédaction sur le repas préféré.          Compréhension orale : écoute une cassette audio/CD. Question sur la compréhension écoutée.</p>	<p>Le professeur donne les mots clés d'une profession et incite les élèves à parler. A tour de rôle, les élèves disent à la classe ce qu'ils aiment et n'aiment pas.  <b>Resource pédagogique</b>          Cassettes audio/CDs, textes audio, textes de production orale</p>
5	<p>Contrôle continu          Exprimer son accord.          2ème Épreuve          Expression orale : je crois, oui, d'accord, je pense que oui, je suis d'accord avec vous, etc.          Maîtrise de la langue :          vocabulaire : penser, d'accord, croire etc.          Expression écrite : rédaction sur le professeur et le médecin, lequel est plus important.</p>	<p>Le professeur donne aux élèves ses opinions sur des sujets divers, il leur propose un jeu de rôle.          Les élèves donnent des raisons pour leurs opinions.          Resource pédagogique          Cassettes audio/CDs, textes de production orale photos, images.</p>
6	<p>Exprimer son désaccord et dire pourquoi.          Compréhension orale : texte de lecture facile exprimant désaccord.          Compréhension écrite : rédaction sur un court article. L'étude de français est plus important au Nigéria justifiez pourquoi ?          Maîtrise de la langue :          conjonction/expression de : parce que, à cause de, expression orale : expression d'opinion.</p>	<p>Le professeur note les différentes expressions d'opinions employées par les élèves au cours d'un débat et demandent la classe d'en proposer d'autres.          Donnez votre opinion sur un livre, un film, un événement, une décision du gouvernement etc. et donnez votre opinion.  <b>Resource pédagogique</b>          Cassettes audio/CDs. Textes audio, textes de production orale, photos</p>

	Vocabulaire : je pense, je ne pense pas. Je ne suis pas d'accord.	
7	Parler des actions quotidiennes. Expression orale sur la journée de quelqu'un. Un emploi de temps. Maîtrise de la langue : jours de la semaine, les mois de l'année, les saisons, le temps (le matin, le soir) Les adverbes : tôt, tard, à l'heure, en avance, en retard, d'habitude. Verbes : se réveiller, se laver, se lever, s'habiller, aller.	Le professeur dit ce qu'il fait habituellement, tous les jours/mois et demande ce que font les élèves. Les élèves proposent les activités d'une journée/d'un weekend. Ils font un emploi du temps où ils marquent ce qu'ils font tous les jours sur un calendrier les fêtes importantes. <b>Resources pédagogique</b> Un calendrier, un emploi du temps avec activités.
8	Demander le chemin Compréhension orale : un texte facile sur demander le chemin. Exercices oraux. Maîtrise de la langue : verbes : chercher, se trouver, savoir, pouvoir, vouloir, aller, connaître, arriver, tourner, au présent. Expression orale : où se trouve..., où est... comment peut-on arriver à ... je vais à... les expressions : là-bas, à droite, à gauche, tout droite etc. tu/vous	Le professeur demande aux élèves où ils vont pendant les vacances où après les cours. Les élèves choisissent un endroit qu'ils vont visiter. Ils jouent des jeux de rôles. <b>Resource pédagogique</b> CDs/cassettes audio.
9	Contrôle continu Indiquer le chemin. 3ème Épreuve Compréhension écrite : étude d'une carte d'une ville. Les lieux: l'hôpital, le stade, le marché Expression écrite : aller tout droit, là-bas, à côté de, ce n'est pas ici, avancez un peu. Maîtrise de la langue : les prépositions, sur, à côté de, derrière, près de etc. négation : ce n'est pas ici.	Le professeur demande aux élèves où ils vont pendant les vacances et comment ils s'ils s'y rendront. Un élève choisit un endroit qu'ils vont visiter et ils indiquent comment y arrivez. Un élève explique à un étranger comment arrivez à la poste/au marché. <b>Resource pédagogique</b> Carte d'une ville, cassettes audio/CDs, textes audio.
10	Revu : demander et indiquez le chemin. Expression orale : jeu de rôle compréhension orale : vocabulaire et questions.	Ecoute les cassettes audio ou CDs. <b>Resource pédagogique</b> Cassettes audio/CDs



11	Révision	Révision
12	Révision	Révision
13	Examen	Examen

## FRENCH LANGUAGE

### S S 1 SECOND TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p>Contrôle continu</p> <p>Expliquer ses projets et ses intentions</p> <p>1ère Épreuve</p> <p>Expression orale : ce qu'on fera dans l'avenir.</p> <p>Maîtrise de la langue : être, faire, au futur simple, aimer, vouloir, être au conditionnel.</p> <p>Expression écrite : un texte facile sur le sujet.</p>	<p>Le professeur parle de ses intentions pour les vacances prochaines.</p> <p>Un projet d'avenir et les étapes pour le réaliser.</p> <p>Jeux de rôle.</p> <p>Un père/une mère donne des conseils.</p> <p><b>Resource pédagogique</b></p> <p>Documents authentiques, cartes, images, photos textes audio, cassettes audio/CDs.</p>
2	<p>Expliquer ses projets et ses intentions oralement (suite)</p> <p>Expression orale : exercice oraux</p> <p>compréhension orale : texte facile.</p>	<p>Le professeur parle de ses intentions pour les vacances prochaines.</p> <p>Un projet d'avenir et les étapes pour le réaliser.</p> <p>Jeux de rôle.</p> <p>Un père/une mère donne des conseils.</p> <p><b>Resource pédagogique</b></p> <p>Documents authentiques, cartes, images, photos textes audio, cassettes audio/CDs.</p>
3	<p>Donner des conseils et des avertissements.</p> <p>Compréhension orale : étude d'un document authentique.</p> <p>Vocabulaire – l'avertissement, le conseil, un vieux, un jeune, etc.</p> <p>Maîtrise de la langue : je te conseille, il faut que, il ne devrait pas faire comme ça,</p> <p>Expression orale : sinon, autrement dire, il doit faire etc.</p>	<p>Le professeur parle de ses intentions pour les vacances prochaines.</p> <p>Jeux de rôle un père et une mère donnent des conseils.</p> <p><b>Resource pédagogique</b></p> <p>Documents authentiques, cartes, images, photos textes audio, cassettes audio/CDs.</p>
4	Exprimer des souhaits.	Le professeur demande à

	<p>Contrôle continu</p> <p>Compréhension orale : étude des images de profession variées.</p> <p>Vocabulaire : souhait, compte, espère, veux, etc.</p> <p>Expression orale : je voudrais, j'aimerais, j'espère, etc.</p> <p>Maîtrise de la langue : verbes au conditionnel et au présent : vouloir, aimer, espérer, souhaiter etc.</p> <p>2ème Épreuve</p>	<p>chaque élèves de formuler un souhait.</p> <p>Les élèves dessinent des cartes ou ils écrivent des vœux/souhaits.</p> <p><b>Resource pédagogique</b></p> <p>Textes audio, cassettes audio, CDs</p>
5	<p>Exprimer sa satisfaction.</p> <p>Expression orale : je suis contente. Je suis satisfait, je suis heureux, c'est agréable, c'est acceptable.</p> <p>Compréhension orale : l'internet, l'ordinateur, la télé, la piscine.</p> <p>Expression écrite : rédaction sur la visite au zoo. La visite au stade.</p>	<p>En faisant participer les élèves, le professeur décrit une vie moderne.</p> <p>Les élèves font des déclarations telles que : comme je suis triste.</p> <p><b>Resource pédagogique</b></p> <p>Images de footballeurs, téléspectateurs et spectateurs</p>
6	<p>Exprimer ses sentiments positifs.</p> <p>Expression orale : écoute la cassette audio/CD, je suis enchanté/triste. C'est dommage, avec joie/plaisir quelle bonne nouvelle.</p> <p>Maîtrise de la langue : plaisir, se plaire, jouer.</p> <p>Masculin et féminin des adjectifs.</p> <p>Exemple : content/contente, malheureux/malheureuse.</p>	<p>Le professeur propose un jeu de rôle.</p> <p>Jeux de rôles un élève avec un autre élève.</p> <p><b>Resource pédagogique</b></p> <p>Textes audio, cassettes audio, CDs</p>
7	<p>Exprimer ses sentiments négatifs.</p> <p>Expression orale : écoute la cassette audio/CD, je suis enchanté/triste. C'est dommage, avec joie/plaisir quelle bonne nouvelle.</p> <p>Maîtrise de la langue : plaisir, se plaire, jouer.</p> <p>Masculin et féminin des adjectifs.</p> <p>Exemple : content/contente, malheureux/malheureuse.</p> <p>Compréhension orale : c'est dommage, c'est triste, se fâcher, étonner, surpris, mécontent.</p>	<p>Le professeur propose un jeu de rôle.</p> <p>Jeux de rôles un élève avec un autre élève.</p> <p><b>Resource pédagogique</b></p> <p>Textes audio, cassettes audio, CDs</p>
8	<p>Donner les sentiments variés.</p>	<p>Le professeur propose un jeu de</p>

	<p>Contrôle continu  Expression orale : avoir peur/froid/raison/tort.  Maîtrise de la langue : être content/mécontent/malheureux/heureux.  Compréhension écrite : écoute une cassette/CD audio.  3ème Épreuve</p>	<p>rôle.  Jeux de rôles un élève avec un autre élève.  <b>Resource pédagogique</b>  Textes audio, cassettes audio, CDs.  Test de vrai/faux</p>
9	Révision	Révision
10	Révision	Révision
11	Examen	Examen
12	Examen	Examen

## FRENCH LANGUAGE

### S S 1 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p>Contrôle continu  Exprimer ce qu'il faut faire.  1ère Épreuve  Compréhension orale : il faut faire des exercices, il faut bien manger, il faut lire, il faut respecter les règlements de l'école, éviter des mauvais amis, il faut travailler dur.  Maîtrise de la langue : l'emploi de, il faut + infinitif.  Expression orale : un dialogue entre professeur et étudiant, étudiant et étudiant.</p>	<p>Le professeur demande ce qu'il faut faire pour être un bon élève.  Jeux de rôles une mère dit à sa fille ce qui se fait.  <b>Resource pédagogique</b>  Textes de dialogues adaptes.  Coupures de journaux films, cassettes audio/CD.  Texte de production orale.</p>
2	<p>Exprimer ce qu'il ne faut pas faire.  Compréhension orale : il ne faut pas mentir/voler/dormir en classe/se battre en classe/fumer/boire de l'alcool/faire le feu.  Maîtrise de la langue : il est interdit de....., il est défense de....., il est recommandé de. Négation : il ne faut pas.  Expression orale : un dialogue.</p>	<p>Un dialogue entre professeur et étudiant.  Étudiant et étudiant font un dialogue.  <b>Resource pédagogique</b>  CDs/cassettes audio, texte de production orale.</p>
3	<p>Donner les raisons des sentiments variés.  Expression orale : être</p>	<p>Le professeur explique une opinion sur un sujet, un sentiment et donne la raison pour ce choix.</p>

	<p>fâché/content/fatigué/pourquoi, parce que, a cause de, c'est la faute de.</p> <p>Expression écrite : rédaction sur les raisons des sentiments variés.</p> <p>Maîtrise de la langue : pourquoi, parce que, à cause de, il a froid à cause de la pluie. A mon avis, de ma part etc.</p>	<p>Exemple : du riz au gras, je l'adore a cause de.....</p> <p>Les élèves à tour de rôle expliquent pourquoi ils sont ou ne sont pas toujours ennuyés/en colère.</p> <p><b>Resource pédagogique</b></p> <p>Textes de dialogues adaptes – coupures de journaux, film, CDs/cassettes audio.</p>
4	<p>Exprimer ses regrets</p> <p>Contrôle continu</p> <p>Compréhension orale : je regrette, malheureusement, regrettablement, je déteste, etc.</p> <p>Expression écrite : rédaction sur un enfant têtue.</p> <p>2ème Épreuve</p>	<p>Le professeur décrit la vie moderne tout en insistant sur les aspects de regrets.</p> <p>Les élèves s'imaginent dans une situation de tristesse et déclarent.</p> <p>Exemple comme je suis triste.</p> <p><b>Resource pédagogique</b></p> <p>Textes de lecture facile, textes de production orale, CDs/cassettes audio.</p>
5	<p>Réagir à une opinion</p> <p>Compréhension orale : un texte facile,</p> <p>Expression orale : un débat sur la telle, la polygame, votre sport préféré etc.</p> <p>Maîtrise de la langue : qu'est-ce que tu penses ? A mon avis, je suis d'accord, je crois que... c'est sûr que, c'est certain que....</p> <p>Négative : je ne pense pas que.... Ce n'est pas vrai que... etc.</p>	<p>Le professeur décrit la vie moderne tout en insistant sur les aspects de regrets.</p> <p>Les élèves s'imaginent dans une situation de tristesse et déclament.</p> <p>Exemple comme je suis triste.</p> <p><b>Resource pédagogique</b></p> <p>Textes de lecture facile, textes de production orale, CDs/cassettes audio.</p>
6	<p>Situer une action passée mais récente.</p> <p>Compréhension orale : lecture d'un texte.</p> <p>Expression orale : tout à l'heure, quand, depuis quand, il n'ya pas longtemps, je viens de.</p> <p>Maîtrise de la langue : les verbes au passé récent et au passé composé.</p>	<p>Le professeur dit ce qu'il vient de faire et demande aux élèves de répéter.</p> <p>La classe se divise en deux groupes :</p> <p>Vous avez mangé ?</p> <p>Nous venons de manger</p> <p><b>Resource pédagogique</b></p> <p>Textes de dialogues adaptes cassettes audio/CDs.</p>
7	<p>Exprimer un état/une action répétée dans la passé.</p> <p>Maîtrise de la langue : l'imparfait</p> <p>Compréhension écrite : lecture d'un texte a l'imparfait.</p> <p>Expression écrite ; rédaction sur</p>	<p>Le professeur demande aux élèves ce qu'ils faisaient quand ils étaient jeunes.</p> <p>Posent des questions sur leurs souvenirs d'enfance.</p> <p><b>Resource pédagogique</b></p> <p>Coupures de journaux, films,</p>

	ce que vous faisiez quand vous étiez jeune : chaque fois, souvent, de temps en temps, tous les jours, toujours, etc.	CDs/cassettes audio
8	Exprimer la simultanéité. Maîtrise de la langue : en même temps; à la fois, au même moment ou, juste au moment ou, à la même heure que, etc. Expression écrite : lecture d'un texte et écriture. Elle chante et en même temps elle danse.	Le professeur propose des actions que les élèves emploient pour montrer la simultanéité. Les élèves écrivent des phrases où il s'agit d'actions/états qui arrivent au même moment. Teste audio CDs/cassettes audio
9	Contrôle continu Situer quelque chose/quelqu'un dans le temps. 3ème Épreuve Maîtrise de la langue : la date, la durée, la fréquence, les verbes à l'imparfait et au passé composé. Voix passive. Expression orale : un dialogue, c'était hier que, c'est avant-hier que, c'est demain. Expression écrite, rédaction ; mon projet d'avenir.	Le professeur demande aux élèves de mettre aux temps nécessaires des phrases. Font des énoncés logiques a l'aide des expressions telles : c'était hier que, c'est demain que...etc. <b>Resource pédagogique</b> Calendrier, cassettes audio/CDs
10	Révision	Révision
11	Révision	Révision
12	Examen	Examen
13	Examen	Examen

## المنهج الدراسي للسنة الأولى الثانوية

### SCHEME OF WORK FOR S.S ONE

#### FIRST TERM

#### الفترة الأولى

المحتويات	الموضوع	الأسبوع
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ألفاظ وعبارات تعطي فكرة متكاملة عن المدرسة	مدرستي	الأول
النصوص المناسبة التي تتضمن أمثلة الكلمة والكلام والجملة المفيدة.	الكلمة والكلام والجملة المفيدة.	الثاني
الفقرات تعطي فكرة متكاملة عن حياة الأسرة السعيدة.	الأسرة السعيدة	الثالث
بيان على بضائع التجارة يختار المدرس نصوصا من الكتب الإنشائية مشتملة على الجملة الإسمية والجملة الفعلية ويميز خصائص الجملة الإسمية والجملة الفعلية.	السوق الجملة الإسمية والجملة الفعلية	الرابع الخامس
التعرف على أحوال أسماء الإشارة في نهاية الدرس مثل: هذا كتاب, هذه مسطرة, هذان ولدان مهذبان, هاتان بنتان مهذبتان. أنشودة قصيرة المناسبة لمستوى المتعلم والبيئة.	أسماء الإشارة	السادس
التعرف على أحوال الأسماء الموصولة مثل: سافر المدرس الذي كان عندنا, سافرت البنت التي نجحت في الإمتحان, رجع المسلمون الذين سافروا إلى مكة المكرمة.	الأنشودة	السابع
نصوص تتضمن المذكر والمؤنث أمثلة لهما, زارني محمد وأكرمني محمد, مررت على محمد, رأيت من أحبه, جاء من أحبه, نظرت إلى من أحبه.	أسماء الموصولة	الثامن
الأدب هو التراث اللغوي والفكر والثقافي في الأمة. وهو ثلاثة أقسام: ١- الشعر ٢- النثر ٣- المسرحية	المذكر والمؤنث المعرب والمبنى	التاسع العاشر
من العربية إلى الإنجليزية, عبارات وقطعات وجمل العربية.	التعريف بالأدب العربي وأنواعه	الحادي عشر
من اللغة الإنجليزية إلى العربية, الجمل وعبارات وقطعات.	أ- الترجمة	الثاني عشر
للدروس السابقة	ب- الترجمة	الثالث عشر الرابع عشر
	المراجعة الإمتحانات والتصحيح	

## المنهج الدراسي للسنة الأولى الثانوية

SCHEME OF WORK FOR S.S ONE

SECOND TERM الفترة الثانية

المحتويات	الموضوع	الأسبوع
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الأول	المستشفى	قطعة مختارة ومشملة على الكلمات والعبارات العربية الآتية، مثل: طبيب، ممرضة، معمل، دواء، حقنة، حبوب، جراحة، علاج الخ
الثاني	رحلة إلى مصنع	نص مختارة ومشملة على الكلمات والعبارات العربية الآتية: مهندس، آلات مواد، كيميائية، كهرباء، محول، مكتبة.
الثالث	الترجمة	من العربية إلى الإنجليزية عبارة، فقرات، أو الجمل العربية
الرابع	الإنشاء	ألفاظ وأفكار وأسلوب لكتابة الإنشاء حول الفتاويين الآتية: أ- الإعتناء بالصحة ب- فوائد النار ومضارها. ج- أحب الطعام إلى أحب المادة إلى الخ.
الخامس	أحوال الإعراب (الرفع والنصب والجر والجزم).	نموذج الجمل التي تبين أحوال الإعراب في الإسم مثل: جاء رجل، ضرب المعلم رجلا، مر التاجر بزيد.
السادس	فضائل الصدق	نص مختار ومشملة على كلمات وعبارات عربية منها الأخلاق الكريمة الصدق والأمانة وإخلاص والوفاء بالعهد.
السابع	الترجمة	الترجمة من الإنجليزية إلى العربية الجمل أو العبارات أو الفقرات أو الإعلانات كتب بالإنجليزية
الثامن	جمع المذكر السالم وجمع المؤنث السالم	أمثلة لجمع المذكر السالم: مسلم = مسلمون مسلمين أمثلة جمع المؤنث السالم: مسلمة – مسلمات .....
التاسع	جمع التكسير	أمثلة لجمع التكسير: كتاب = كتب، قلم = أقلام، جملة = جمل، ولد = أولاد.
العاشر	إملاء	جمل أو عبارات أو فقرات أو الإعلانات أو النشرات المكتوبة بالعربية.
الحادى عشر	رثاء صخر من مراثى الخنساء	أ- نبذة عن حياة الخنساء بنت عمرو. ب – نموذجاً من مراثى الندى، نماذج من لامية ابن الوردى (خمسة عشرة بيتاً) أ- نبذة عن حياة حسان بن ثابت، أبيات من شعره فتح مكة يحتوى أنشودة على الأبيات التالية: مولانا مولانا مولانا # إياك نعبد مولانا مولانا مولانا # إياك نعبد مولانا أنت ربنا مولانا # إياك نعبد مولانا اللهم أنت نورنا # مولانا إياك نعبد مولانا مولانا مولانا # إياك نعبد

الثانى عشر	المراجعة العامة الإمتحانات والتصحيح	عن بعض الدروس السابقة
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## المنهج الدراسي للسنة الأولى الثانوية

### SCHEME OF WORK FOR S.S ONE

#### THIRD TERM

#### الفترة الثالثة

المحتويات	الموضوع	الأسبوع
الفاظ وجمل وفقرات تعطى فكرة متكاملة عن الصدق الوفى	الصدق الوفى	الأول
أنشودة قصيرة مناسبة للطلاب	الأنشودة	الثانى
ألفاظ وأفكار وأسلوب لتكوين الموضوعات الآتية: ١- الرحلة ووسائلها ٢- مضار الكذب ٣- وطنى نيجيريا ٤- الإتحاد قوة.	الإنشاء	
وكتب العربية إلى الإنجليزية	الترجمة من العربية إلى الإنجليزية	الثالث
الجمل أو الفقرات أو الإعلانات	الإملاء	الرابع
عدة جمل تتضمن الإضافة من كتاب المقرر	الإضافة	الخامس
نماذج من مدح سيف الدولة للمتنبى	مدح سيف الدولة	السادس
تدريس من أخلاق الرسول (صلى الله عليه وسلم	أخلاق الرسول (صلعم)	السابع
الجمل أمثلة تتضمن الضمائر المتصلة والمنفصلة: - أنا سامع - أنت سامع - نحن سامعون - أعطان المدرس كتابا - سافرنا إلى كدونا	الضمائر المنفصلة والمتصلة	الثامن
من الإنجليزية إلى العربية	أ- الترجمة ب- من لامية ابن الوردي	التاسع
نماذج من لامية ابن الوردي (خمسة عشر بيتا)	النعته والمنعوت	العاشر
أمثلة تتضمن النعت والمنعوت نحو: ١- قرأنا كتابا مفيدا ٢- جريت فى ميدان فسيح ٣- هذا كتاب مفيد	ذكر أبطال نيجيريا	الحادى عشر
مقالة تاريخية عن أبطال نيجيريا: ١- الحاج أحمد بللو ٢- الحاج أبوبكر تفاوا بليوا ٣- (الجنرال) مرتضى محمد	الإخلاص فى العمل	الثانى عشر
جمل وفقرات أو العبارات عن الإخلاص فى العمل.	المراجعة العامة	والثالث عشر
عن بعض الدروس السابقة	الإمتحانات والتصحيح	



## ECONOMICS

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>MEANING OF ECONOMICS AND RELATED CONCEPTS</b> <ol style="list-style-type: none"> <li>i. Definitions, scope, importance and methodology of economics.</li> <li>ii. Economics as a science</li> <li>iii. Concepts of wants, scarcity, scale of preference, choice and opportunity cost</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher to arrange group discussion to relate these concepts to the daily activities of individuals, firms and government.</li> <li>2. Learning material; tables.</li> </ol>
2	<b>BASIC TOOLS OF ECONOMIC ANALYSIS</b> <ol style="list-style-type: none"> <li>i. Graphs, charts and table with relevant examples</li> <li>ii. Construction of frequency distribution</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher to arrange group discussion on how the knowledge of these concepts influence our daily choice of individuals, firms and government</li> <li>2. Learning material; tables, graphs, charts etc.</li> </ol>
3	<b>BASIC TOOLS OF ECONOMIC ANALYSIS</b> <ol style="list-style-type: none"> <li>i. Measures of central tendencies – Meaning</li> <li>ii. Types (mean, mode, median) merits and demerits and simple application</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher to display various charts relating to the topic and solve practical problems.</li> <li>2. Learning material; tables, graphs, charts etc.</li> </ol>
4	<b>CONCEPTS OF DEMAND AND SUPPLY</b> <ol style="list-style-type: none"> <li>i. Price system, Demand – meaning, schedules, curves, laws.</li> <li>ii. Factors affecting demand.</li> </ol>	<ol style="list-style-type: none"> <li>3. Teacher to guide and share experiences with students that relate to demand and supply gathered on routine visits to shops and markets.</li> <li>4. Learning materials; display pictures of people in markets places or shops.</li> </ol>
5	<b>CONCEPTS OF DEMAND AND SUPPLY</b> <ol style="list-style-type: none"> <li>i. Meaning of supply, schedules, and laws.</li> <li>ii. Factors affecting supply</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher to guide and share experiences with students that relate to demand and supply gathered on routine visits to shops and markets.</li> <li>2. Learning materials; display pictures of people in markets places or shops.</li> </ol>

6	<p>CONCEPTS OF DEMAND AND SUPPLY</p> <p>i. Determinants of equilibrium price, quantity and point with simple applications.</p>	<p>1. Teacher to guide and share experiences with students that relate to demand and supply gathered on routine visits to shops and markets.</p> <p>2. Learning materials; display pictures of people in markets places or shops.</p>
7	<p>THEORY OF PRODUCTION</p> <p>i. Meaning of Production</p> <p>ii. Types of Production</p> <p>iii. Factors of Production</p>	<p>3. Teacher to demonstrate the importance of division of labour with students by assigning aspects of a given task to different groups within a class and monitor time of completion by each group.</p> <p>4. Learning materials; charts and manufactured products.</p>
8	<p>THEORY OF PRODUCTION</p> <p>i. Meaning of division of labour</p> <p>ii. Specialization</p> <p>iii. Advantages and disadvantages and limitations of division of labour</p>	<p>1. Teacher to demonstrate the importance of division of labour with students by assigning aspects of a given task to different groups within a class and monitor time of completion by each group.</p> <p>2. Learning materials; charts and manufactured products.</p>
9	<p>THEORY OF PRODUCTION</p> <p>i. Scale of production</p> <p>ii. Advantages and disadvantages of large scale production</p>	<p>1. Teacher to demonstrate the importance of large scale production to the class.</p> <p>2. Learning materials; charts and manufactured products.</p>
10	<p>BASIC ECONOMIC PROBLEMS OF SOCIETY</p> <p>i. Definition of economic system</p> <p>ii. Types of economic system (Capitalism)</p> <p>iii. Advantages and disadvantages of capitalism</p>	<p>3. Teacher to guide the students and discuss these economic problems and discover ways of solving them.</p> <p>4. Learning materials: Relevant textbooks.</p>
11	<p>BASIC ECONOMIC PROBLEMS OF SOCIETY</p> <p>i. Types of economic system (Socialism, Mixed economy)</p> <p>ii. Advantages and disadvantages of the above</p>	<p>1. Teacher to guide and discuss these economic problems with students and discover ways of solving them.</p> <p>2. Learning materials: Relevant textbooks.</p>

	economic systems	
12	BASIC ECONOMIC PROBLEMS OF SOCIETY i. What to produce ii. How to produce iii. For whom to produce iv. Efficiency of resource use	1. Teacher to guide and discuss these economic problems with students and discover ways of solving them. 2. Learning materials: Relevant textbooks.
13	Revision	Revision
14	Examination	Examination

## ECONOMICS

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	FIRMS AND INDUSTRY i. Definitions of firms and industry ii. Types and basic features of business enterprises/organisations.	1. Teacher to guide students to identify the different types of business organisations outfits within the society by giving examples. 2. Learning material; teacher to arrange a visit to any business location within the locality
2	FIRMS AND INDUSTRY i. General and specific problems of business enterprises (e.g. inadequate capital, location, inflation, government policy, seasonal changes etc)	1. Teacher to emphasize the issue of corruption, fraud and embezzlement of public fund. 2. Learning material; teacher to arrange a visit to any business location within the locality
3	FIRMS AND INDUSTRY i. Definitions of private and public companies ii. Characteristics iii. Distinction between private and public companies.	1. Teacher to illustrate with examples from local economy differences between types of business organisations. 2. Learning material; teacher to arrange a visit to any business location within the locality
4	FIRMS AND INDUSTRY i. Definitions of quoted and unquoted companies and distinctions ii. Shares, debentures and	1. Teacher to illustrate with examples from local economy quoted and unquoted business organisations. 2. Learning material; teacher to

	bonds.	arrange a visit to any business location within the locality
5	POPULATION i. Meaning of population in economics ii. Determinants and implication of population, size and growth iii. Theories of population e.g. Malthusian Theory, Demographic Transition theory etc.	1. Teacher to guide students to compare the populations of different countries within and outside Nigeria. 2. Learning materials; charts and other relevant materials showing people, county, sex and occupation.
6	POPULATION i. Distribution of population: Geographical, Age, Sex and Occupational.	1. Teacher to guide students to compare the populations of different countries within and outside Nigeria. 2. Learning materials; charts and other relevant materials showing people, county, sex and occupation.
7	POPULATION i. Importance and problems of census ii. Rural – Urban migration	1. Teacher to discuss the problems of conducting population census in Nigeria. 2. Learning materials; Teacher to present census figures from the National population office to students.
8	LABOUR MARKET i. Concept of labour force ii. Efficiency and mobility of labour force iii. Factors affecting the size of labour force particularly the population characteristics (age, sex, occupation, education)	1. Teacher to plot the labour participation rate against the growth rate of the population. 2. Learning materials; Teacher to present census figures from the National population office to students.
9	THE NATURE OF THE NIGERIAN ECONOMY i. General overview and structure of Nigerian economy and its economic potentials ii. Nature and structure of industries in Nigeria. iii. Contributions of the primary,	1. Teacher to explain the various economic activities of the six geo-political zones of the country with regards to agriculture and mining. Students should mention various products produced in different zones of the economy.

	secondary and tertiary sectors.	2. Learning materials; Economic map of Nigeria.
10	<b>AGRICULTURE</b> i. Meaning of agriculture ii. Components of agriculture, crop production, livestock, forestry, fishing. iii. Systems of agriculture (Cultivation methods) iv. Importance of agriculture to Nigeria economy	1. Teacher to encourage students to visit farms in their locality and be asked to discuss the system of agriculture that is prevalent there. Encourage students to participate actively in form work in the school and at home. 2. Learning materials: Visit farms in their locality to observe the practice of agriculture. .
11	Revision	Revision
12	Examination	Examination

## ECONOMICS

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>AGRICULTURE</b> i). Activities of marketing boards in Nigeria. Teacher to highlight some government agricultural reform programmes such as: <ul style="list-style-type: none"> <li>• OFN: Operation Feed the Nation</li> <li>• RBDA: River Basin Development Authority</li> <li>• NAFPP: National Accelerated Food Production Programmes</li> <li>• GRP: Green Revolution Programme</li> <li>• Establishment of ADB (African Development Bank)</li> <li>• Provision of fertilizers, improved seedlings, formation of cooperative societies, improved storage facilities and provision of extension services.</li> </ul>	Learning materials: Visit farms in their locality to observe the practice of agriculture.
2	<b>MINING</b>	1. Teacher to display maps

	<ul style="list-style-type: none"> <li>i. Components of the Nigerian mining industry</li> <li>ii. Minerals, types, use and locations.</li> </ul>	<p>showing the location of mineral deposits in Nigeria. Organise a visit to a mining or quarry site in the locality.</p> <p>2. Learning material; charts and maps.</p>
3	<p>MEANING OF FINANCIAL INSTITUTION</p> <ul style="list-style-type: none"> <li>i. Meaning and segments of financial system</li> <li>ii. Features of banking and non-banking financial institutions.</li> <li>iii. Functions of each institution and its importance.</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher to organise an excursion to commercial banks, development banks and the stock exchange within their locality.</li> <li>2. Learning material; pass books, withdrawal booklets, share certificates, dividend warrants, prospectus of quoted companies etc.</li> </ul>
4	<p>MEANING OF FINANCIAL INSTITUTION</p> <ul style="list-style-type: none"> <li>i. Money and capital markets</li> <li>ii. Benefits of capital markets</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher to organise an excursion to commercial banks, development banks and the stock exchange within their locality.</li> <li>2. Learning material share certificates, dividend warrants, prospectus of quoted companies etc.</li> </ul>
5	<p>MONEY</p> <ul style="list-style-type: none"> <li>i. Definition of money</li> <li>ii. Historical development of money</li> <li>iii. Functions of money</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher to guide students to discover the functions and qualities of a good money.</li> <li>2. Learning materials; coins, bank notes, cowries, commodity money etc</li> </ul>
6	<p>MONEY</p> <ul style="list-style-type: none"> <li>i. Types of money (including credit card, value card, other ICT aided payment instruments)</li> <li>ii. Characteristics of money</li> <li>iii. Qualities of a good money</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher to guide students to discover the qualities of good money and benefits of a cashless economy over money and barter economies.</li> <li>2. Learning materials; ATM cards, Credit cards etc.</li> </ul>
7	<p>CHANNELS OF DISTRIBUTION</p> <ul style="list-style-type: none"> <li>i. Channels and process of distribution</li> <li>ii. Roles of Wholesaler</li> <li>iii. Roles of Retailer</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher to introduce the various channels of distribution and their roles to students within their locality.</li> <li>2. Learning materials; charts showing channels of distribution.</li> </ul>

8	CHANNELS OF DISTRIBUTION i. Roles of Cooperatives ii. Roles of Government Agencies in product distribution iii. Problems of distribution and ways of improvement.	1. Teacher to guide students in discovering the roles played by cooperatives and government agencies in the various channels of distribution. . 2. Learning materials; charts showing channels of distribution.
9	INSTRUMENTS OF BUSINESS FINANCE i. Sources of funds for businesses ii. Basic instruments for business financing (shares, debentures and bonds)	1. Teacher to guide students to identify different ways money can be raised to start a business. 2. Learning materials; Inspection of some money instruments e.g. share certificates.
10	INSTRUMENTS OF BUSINESS FINANCE i. Meaning and types of shares, debenture and other securities.	1. Teacher to guide students to suggest various ways of financing business 2. Learning materials; Inspection of some money instruments e.g. share certificates.
11	INSTRUMENTS OF BUSINESS FINANCE i. Problems of business financing in Nigeria	1. Teacher to guide students to suggest various ways of financing business 2. Learning materials; Inspection of some money instruments e.g. share certificates.
12	Revision	Revision
13	Examination	Examination

**HAUSA LANGUAGE SS 1 FIRST TERM  
ZANGO NA DAYA AJI DAYA**

MAKO	JIGO/MAKASUDI	AYYUKA
1	<b>Ka'idojin Rubutu:</b> i. A sanar da dalibai ma'anar ka'idojin rubutu . ii. A koyar da darasi kan rabawa da haɗa kalmomi msl: Ali ne, Motar baKa ce, ya ci, ds.	

	iii. Koyar da hada kalmomi. Msl” saboda’, ba “sabo da” ba, ds.	
2	<p><b>Ci gaba da ka’idojin rubutu</b></p> <p>i. Gajeruwar mallaka- misali “rigarsa” ba “rigar sa” ba “gidanmu” ba “gidan mu ba”. A koyar da daurin /m/ ko /n/ da bakake masu goyo. Msl</p> <p>ii. /m/ “tambaya” ba “tanbaya” ba.</p> <p>iii. /n/ za a yi dauri duk wuraren da bakake /b/, /m/ da /f/ ba su zo cikin kalma ba. Msl: /tinya/, ba timya ba. Ds.</p> <p>iv. Daurin bakake masu goyo msl: gyaggyora, shashare, fyaffyace ds.</p>	
3	<p><b>Sassan jimla:</b></p> <p>i. Dalibai su san ma’anar jimla</p> <p>ii. A koyar da sassan jimla.</p> <p>a. Yankin suna.</p> <p>b. Yanki aikatau</p>	
4	<p><b>Fayyace abubuwa da ke sashen suna da aikatu:</b></p> <p>i. Yankin suna</p> <ul style="list-style-type: none"> <li>- Suna Amsa Kama</li> <li>- W/Suna</li> <li>- Sifa</li> <li>- Mafayyaci</li> <li>- Ma’auni</li> <li>- Nunau</li> </ul> <p>ii. Yankin aikatau</p> <ul style="list-style-type: none"> <li>- Lamirin suna</li> <li>- Manunin lokaci</li> <li>- Karbau</li> <li>- Bayanau</li> </ul>	



	<ul style="list-style-type: none"> <li>- Amsa kama</li> <li>- Aikatau</li> </ul>	
5	<p><b>Insha'i: Ya kasance dalibai sun iya</b></p> <ul style="list-style-type: none"> <li>i. Fadar ma'anar insha'i</li> <li>ii. Ire-iren insha'i msi: <ul style="list-style-type: none"> <li>- Labari</li> <li>- Siffantawa</li> <li>- Muhawara</li> <li>- Tattaunawa</li> <li>- Fayyacewa</li> <li>- Rubutun wasika</li> </ul> </li> </ul>	
6	<p><b>Fadar ire-iren sigar insha'i:</b></p> <p>-Siffofin insha'i</p> <ul style="list-style-type: none"> <li>- Gabatarwa</li> <li>- Gundarin labari</li> <li>- Kammalawa</li> </ul> <p>-A san matakan fitar da siffofin insha'i.</p> <ul style="list-style-type: none"> <li>- Jeranta tunani</li> <li>- Kyawun salo</li> <li>- Amfani da kalmomi inda suka dace</li> <li>- Amfani da gajerun jimloli</li> <li>- Sakin layi</li> <li>- Dasa aya ko wakafi inda ya dace</li> <li>- Ka'idojin rubutu</li> </ul>	
7	<p><b>Rabe-rabe adabin baka:</b></p> <p>Koyar da ma'anar adabin baka dangane da sigoginsu.</p> <p>Misali.</p> <p>Zobe: - Tatsuniya</p> <ul style="list-style-type: none"> <li>- Almara</li> <li>- Hikaya</li> <li>- Labarai ds.</li> </ul>	

	A duba <u>Rebe-raben Adabi Da Muhimmancinsa</u> , Na Dangambo A. Aimana Publishers.	
8	<p><b>Ci gaba da Adabin Baka:</b></p> <p>A koyar da wakokin makada:</p> <ul style="list-style-type: none"> <li>• Makadan Fada (Sarkin Taushin S/Katsina)</li> <li>• Makadan Jama'a (Mamman Shata)</li> <li>• Makadan Sana'a (Illori Kalgo)</li> <li>• Makadan Maza (Gambu (Wakan barayi)</li> </ul>	
9	<p><b>Nazari Zobe:</b></p> <p>Dalibai su iya karantawa da nazarin littafin Kagaggen labari (Zobe) ta gano</p> <ul style="list-style-type: none"> <li>• Jigo</li> <li>• Salo</li> <li>• Salon sarrafe harshe ds.</li> </ul>	
10	<p><b>Malami ya koyar da:</b></p> <ul style="list-style-type: none"> <li>• Bayanin salon sarrafa harshe</li> <li>• Amfani da kalmomi</li> <li>• Dabarun jawo hankali</li> <li>• Sakin layi</li> <li>• Babi-babi</li> <li>• Tsara jimli</li> </ul>	
11	<p><b>Muhimmancin adabin baka wajen gane tarihin al'umma:</b></p> <p>Malami ya sanar da dalibai tarihin kafuwar al'ummar Hausawa ta hanyar Adabin baka</p> <ol style="list-style-type: none"> <li>i. Kafuwar garuruwan Kano, da Barbushe, Tsumburbura.</li> <li>ii. Durbi ta kusheyi</li> <li>iii. Bayajida, kafuwar Hausa Bakwai da Banza Bakwai</li> </ol>	

12	<b>Jihadin Shehu Danfodio:</b> Dalibai su sani <ol style="list-style-type: none"> <li>i. da Bawa Jangwarzo</li> <li>ii. Zuwan Turawa</li> <li>iii. Yake-yaken Sarakunan Hausawa</li> </ol>	
13	Maimaitawa	Maimaitawa
14	Jarabawa	Jarabawa

**HAUSA LANGUAGE SS 1 SECOND TERM  
ZANGO NA BIYU AJI DAYA**

MAKO	JIGO/MAKASUDI	AYYUKA
1	<b>Ire-iren jimloli:</b> A tabbata dalibai sun iya tantance ire-iren jimloli. Msl <ol style="list-style-type: none"> <li>i. Jimla mai aikatau             <ul style="list-style-type: none"> <li>- Bala ya ci tuwo</li> <li>- Binta ta sha ruwa ds.</li> </ul> </li> <li>ii. Jimla marar aikatau             <ul style="list-style-type: none"> <li>- Akwai ruwa</li> <li>- Babu tuwo ds.</li> </ul> </li> </ol>	
2	<b>Rabe rabe Rubutaccen Adabi:</b> Malami ya koyar da dalibai. <ol style="list-style-type: none"> <li>i. Ma'anar/rubutaccen adabi</li> <li>ii. Da rabe-rabensa; kamar             <ul style="list-style-type: none"> <li>• Adabin zamani (rubutacce)</li> <li>• Abin lura wajen rarraba shi</li> </ul> </li> </ol>	
3	<b>Ci gaba:</b> Abubuwa da ake maida hankali	

	<ul style="list-style-type: none"> <li>• Wajen rarraba rubutaccen Adabi</li> <li>• Tarihin shigowar Ajami da na Boko</li> <li>• Manufofin rubuce-rubuce</li> <li>• Zubi da tsarinsa.</li> </ul>	
4	<p><b>Ci gaba:</b> Rubutattun wakokin:</p> <ul style="list-style-type: none"> <li>• karni na 19</li> <li>• karni na 20</li> <li>• Zube (kagaggen labari)</li> <li>• Wasan kwaikwayo <ul style="list-style-type: none"> <li>-Na talbijin</li> <li>-Na radiyo</li> <li>-Na dandamali</li> </ul> </li> </ul>	
5	<p><b>Nazarin littafin rubutacciyar waka:</b> Malami ya koyar da yadda dalibai za su gane sakon da waka ta kumsa, kamar su</p> <ul style="list-style-type: none"> <li>• Zubi</li> <li>• Tsari</li> <li>• Salo</li> <li>• Jigo</li> </ul>	
6	<p><b>Zubi da tsari:</b> A koyar da wadannan:</p> <ul style="list-style-type: none"> <li>• Tsarin baitoci – Kwar-biyu, uku</li> <li>• Yawan baitoci</li> <li>• Budewa da rufewa</li> <li>• Salon sarrafa harshe aron kalmomi, dabarar jan hankali</li> </ul>	
7	<p><b>Abubuwan tarihi a Adabin baka;</b> Dalibai su iya fito da abubuwan tarihi daga Adabin baka.</p>	

	<ul style="list-style-type: none"> <li>• Ire-iren Adabi baka da ya kunshi</li> <li>• Wakokin mata</li> <li>• Wakokin makada</li> <li>• Tarihin (Yadda mutuwa ta zo)</li> </ul>	
8	<b>Ci gaba:</b> <ul style="list-style-type: none"> <li>• Wasanni tsakanin kabilu</li> <li>• Wasanni tsakanin garuruwa</li> <li>• Sara ds.</li> </ul>	
9	<b>Wasa kwakwalwa:</b> Yara su san <ul style="list-style-type: none"> <li>• Ma'anar wasa kwakwalwa</li> <li>• Ire-iren wasa kwakwalwa</li> </ul>	
10	<b>A koyar da:</b> <ul style="list-style-type: none"> <li>• Hikimomin wasa kwakwalwa</li> </ul>	
11	Maimaitawa	Maimaitawa
12	Jarabawa	Jarabawa

**HAUSA LANGUAGE SS 1 THIRD TERM  
ZANGO NA UKU AJI DAYA**

MAKO	JIGO/MAKASUDI	AYYUKA
1	<b>Nazarin littafin wasan kwaikwayo:</b> A koyawa dalibai ma'anar wasan kwaikwayo, da rubutaccen wasan kwaikwayo, dangane da la'akari da: Jigo <ul style="list-style-type: none"> <li>• Wayar da kai</li> <li>• Gyaran hali</li> <li>• Nasiha</li> <li>• Nishadi</li> </ul>	
2	<b>Ci gaba da nazarin:</b> Malami ya koyar da dalibai so littafin wasan kwaikwayo	

	<p>kamar:</p> <ul style="list-style-type: none"> <li>• Zubi da tsarin wasa</li> <li>• Kashi</li> <li>• Fitowa</li> <li>• Maganar dan wasa</li> <li>• Sakin layi</li> </ul>	
3	<p><b>Ci gaba da nazarin:</b></p> <p>Dalibai su iya lakantar littafin wasan kwaikwayo:</p> <ul style="list-style-type: none"> <li>• Sarrafa harshe</li> <li>• Dacewar Magana</li> <li>• Yin maganar Kurma</li> <li>• Yin maganar Dandaudu</li> <li>• Yin maganar Mata ds</li> </ul>	
4	<p><b>Zamantakewar al'ummar Hausawa:</b></p> <p>Ya kasance malami ya koyar da</p> <ul style="list-style-type: none"> <li>• Matsayi da kimar Hausawa</li> <li>• Yadda Hausawa suka karkasa kansu</li> <li>• Fahimci dabi'u da aikin ko wane rukuni</li> <li>• Ma'anar zamantakewa</li> <li>• Rukunin jama'a da shekaru: yara, matasa, manya, ds.</li> </ul>	
5	<p><b>Ci gaba da zamantakewar al'umar Hausawa:</b></p> <ul style="list-style-type: none"> <li>• Fayyace ko wanne rukuni da aikinsa msl: Yara, Reno, aikin gida, gona, tallace-tallace, girmama na gaba.</li> <li>• Matasa – aikin gayya, gida, nika</li> </ul>	
6	<p><b>Tufafin Hausawa da kayan ado:</b></p> <p>Dalibai su san Ire-iren tufafin Hausawa</p>	

	<ul style="list-style-type: none"> <li>• Hula: Dara, Zanna habal-kada, kube, malfa, dānkwara ds</li> <li>• Riga: alkyabba. Kaftani, Jamfa, Jallabiya, malunmalun, Yar shara ds.</li> <li>• Wando: Tsala, Kafi shanu, Buje, Ture</li> <li>• Takalma: Fed, kafi-katifa, gwandola ds.</li> <li>• Shimi, dantofi, danfatari, dānkwali, gyale ds</li> </ul>	
7	<p><b>Ci gaba da:</b> A tantace na sarauta:</p> <ul style="list-style-type: none"> <li>• Alkyabba</li> <li>• Rawani</li> <li>• Kufta</li> <li>• Abaya</li> <li>• Shure</li> <li>• Yartofa dss</li> </ul>	
8	<p><b>Auna fahimta:</b> Malami ya tabatar yara sun</p> <ol style="list-style-type: none"> <li>i. Kaifafa fahimtarsu game da labari ko waka.</li> <li>ii. Da kuma su iya kawo ma'anar kalmomin Hausa</li> </ol>	
9	<p><b>Malami ya kuma hakikance cewa dalibai za su:</b></p> <ul style="list-style-type: none"> <li>• Iya amsa tambayoyi na</li> <li>• Jawabi</li> <li>• Waka</li> <li>• A koyar da ma'anar auna fahimta da sigoginsa</li> </ul>	
10	<p><b>Dabarun fassara:</b> A koyar da yadda dalibai za su:</p> <ol style="list-style-type: none"> <li>i. San ma'anar fassara</li> <li>ii. Nakalci dabarun fassara</li> <li>iii. Fassara ta'kaitattun bayanai</li> <li>iv. ire-iren fassara</li> </ol>	

	<ul style="list-style-type: none"> <li>- Baki da baki</li> <li>- Kalma da kalma</li> <li>- Mai 'yanci</li> </ul>	
11	<p><b>Ci gaba da fassara:</b> A koyar da takaitacciyar fassara bayanai dangane da:</p> <ul style="list-style-type: none"> <li>- Kanjamau</li> <li>- Yoyon fitsari</li> <li>- Shan miyagun kwayoyi</li> <li>- Dangantakar maza da mata</li> </ul>	
12	Maimaitawa	Maimaitawa
13	Jarabawa	Jarabawa

## ASỤSỤ IGBO

### SS ONE, TAM NKE MBỤ

IZUŪKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKŪZỊ
1.	<p><b>ŪTŌASŪSŪ:</b> Ọmụmụ abidii Igbo na nkewa ya n'uzo abuo</p> <p><b>OMENALA:</b> Ekwumekwu: Nkwa ezinulo na ndi mebere ya</p> <p><b>AGUMAGU:</b> Nkwa agumagu na nkewa ya n'uzo abuo - odinala na ugbu a</p>	<p><b>IHE UMUKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Igu abidii</li> <li>2. Irugosi ha</li> <li>3. Ikwawa ezinulo na ndi mebere ya.</li> <li>4. Ikwawa ihe agugumagu bu na ikewa ya</li> <li>5. Igu na ide ihe odide</li> </ol> <p><b>NGWA NKŪZỊ</b> Akwukwo ogugu, foto, eserese, ugbu ojii, kaadi mgbubam,</p>



<p>2.</p>	<p><b>ỤTỌASỤSỤ:</b> Nkọwa ụdaume Igbo na nkewa ya (ụdamfe na ụdaarọ) <b>OMENALA:</b> Ụdị ezinụlọ dị iche iche (dk. mkpuke, mkpuke ụbara, mbisa) <b>AGỤMAGỤ:</b> Ọmụmụ akụkọ ọdinala (Dịka: akụkọ nkọkiri, okike, ihe mere)</p>	<p>chaatị, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ịkọwa ụdaume</li> <li>2. Ịkewapụta ụdaume</li> <li>3. Ịkọwa ezinụlọ</li> <li>4. Ịkposita ụdị ezinụlọ e nwegasiri</li> <li>5. Ịkọ akụkọ ọdinala ndị ha maara</li> <li>6. Ịjụ na iza ajujụ</li> </ol> <p><b>NGWA NKỤZI</b> Ụgbọ ojii, akwụkwọ ọgụgụ, chaatị, kaadi mgbubam, foto/eserese, dgz.</p>
<p>3.</p>	<p><b>ỤTỌASỤSỤ:</b> Nkewa Mgbochiume : Nge, mkpi, myiri-ụdaume, ndagba myiri-ụdaume <b>OMENALA:</b> Ekwumekwu- Ọrụ nne, nna, ụmụaka n'ezinụlọ <b>AGỤMAGỤ:</b> Abụ Ọdinala dk: Abụ nwa, abụ ejije, dgz.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ime nkewa mgbochiume</li> <li>2. Ịrụgosi ha n'ahiriokwu</li> <li>3. Ịkwupụta ọrụ nke onye ọ bụla n'ezinụlọ.</li> <li>4. Ịgụ abụ ọdinala dị iche iche</li> </ol> <p><b>NGWA NKỤZI</b> Akwụkwọ ọgụgụ na akwụkwọ abụ a họtọ, chaatị, ụgbọ ojii, dgz.</p>
<p>4.</p>	<p><b>ỤTỌASỤSỤ:</b> Mmụba Mkpurụokwu: Nkejiokwu – Nkọwa na usoro ya (Dịka: v, vc, cvc, vcv, dgz). <b>OMENALA:</b> Nrubere Onye N'ezinụlọ - nne, nna, ụmụaka. <b>AGỤMAGỤ:</b> Ejije Ọdinala dk: Oro, okereke okereke, akpankolo, dgz.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ịge ntị</li> <li>2. Ịrụgosi usoro mkpurụokwu</li> <li>3. Ịkwupụta nrubere onye ọ bụla n'ezinụlọ</li> <li>4. Ịjepụta ejije ọdinala dị iche iche</li> </ol> <p><b>NGWA NKỤZI</b> Akwụkwọ ọgụgụ, ụgbọ ojii, kaadi mgbubam, tiivi, redio, tepurekoda, dgz.</p>
<p>5.</p>	<p><b>ỤTỌASỤSỤ:</b> Ọnụọgụgụ (1-1000) <b>OMENALA:</b> Uru Ezinụlọ bara na ndụ ndị Igbo (dk; n'ochichi ebe ezinụlọ na-enye aka na nzulite ndị bara uru n'obodo <b>AGỤMAGỤ:</b> Agumagụ ụgbu a na ụdị ya (Iduuzi, abụ, ejije) na</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ịgụ ọnụọgụgụ</li> <li>2. Ịrụgosi ọnụọgụgụ</li> <li>3. Ịdepụta ọnụọgụgụ n'Igbo</li> <li>4. Ịkwupụta uru ezinụlọ</li> </ol>

<p>6.</p> <p>7.</p> <p>8.</p>	<p>omụmaatụ ha dị iche iche.</p> <p><b>ỤTỌASỤSỤ:</b> Onụogụgụ: Nomba mpekele ½, nomba ọgwa 4 ½, nombanke 1<sup>st</sup>, 10<sup>th</sup>.</p> <p><b>OMENALA:</b> Alụmdi na nwunye: Nkọwa ihe bụ alụmdi na nwunye, omenala na-eso ya dk: ibu mmanya, ime ego, igba nkwa, onyeaka ebe na igba alukwaghị.</p> <p><b>AGUMAGỤ:</b> Uoro nnyocha abụ, omumụ abụ abụọ a hōrō.</p> <p><b>ỤTỌASỤSỤ:</b> Nkọwa Ahirimfe Igbo na Nkenụdị ya.</p> <p><b>OMENALA:</b> Uru alụmdi na nwunye bara, mmeputa ya n'ejije.</p> <p><b>AGUMAGỤ:</b> Ogụgụ otu akwukwo ejije a hōrō.</p> <p><b>ỤTỌASỤSỤ:</b> Omumụ Ahirimfe na Ahirjukwu</p> <p><b>OMENALA:</b> Ahuike Ntorobia – Omume ndi na-akwalite Ahuike dika idebe onwe na gburuburu ha ọcha</p> <p><b>AGUMAGỤ:</b> Ogụgụ akwukwo ejije dika n'izuuka gara aga.</p>	<p>bagasirindị Igbo</p> <p>5. Ikwaputa agumagụ ugbu a na ikewagasi ya.</p> <p><b>NGWA NKỤZI</b> Akwukwo ogugụ, ugbo ojii, tapu rekoda, chaati, kaadi mgbubam, dgz.</p> <p><b>IHE UMỤAKWUKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Igu onugugụ</li> <li>3. Irugosi na deputa onugugụ</li> <li>4. ikwa alụmdi na nwunye na omenala na-esota ya</li> <li>5. ikwa usoro nnyocha abụ</li> <li>6. Ime nnyocha abụ.</li> </ol> <p><b>NGWA NKỤZI</b> Akwukwo ogugụ klasi, akwukwo abụ, ugbo ojii, kaadi mgbubam, dgz.</p> <p><b>IHE UMỤAKWUKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikwa ahirimfe</li> <li>2. Ikposita nkenudị ahirimfe</li> <li>3. Inye omumatu udi ahirimfe di iche iche</li> </ol> <p>1. Ikwu uru alụmdi na nwunye bara</p> <p>5. Igu akwukwo ejije</p> <p><b>NGWA NKỤZI</b> Akwukwo ogugụ klasi na akwukwo ejije, ugbo ojii, kaadi mgbubam, dgz.</p> <p><b>IHE UMỤAKWUKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwa na irugosi ahirjukwu di iche iche</li> <li>3. Inye omumatu ahiri - mfe/ukwu</li> <li>4. ikwa ahuike na ihe ndi na-akwalite ahuike</li> <li>5. Iju na iza ajuju</li> </ol>
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9.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Ahirinha na Ahiriokwu ndi ọzọgasị.</p> <p><b>OMENALA:</b> Ahuike Ntorobia: Omume na-ebute ọria dika adighi ọcha.</p> <p><b>AGỤMAGỤ:</b> Nnyocha otu abụ a hooro dk: Aha abụ, aha ode abụ, isiokwu na ndina isiokwu abụ, Nhazi abụ, asusu nka ode webatara n'abụ.</p>	<p><b>NGWA NKỤZỊ</b> Akwukwo ọgụgụ na akwukwo ejije, ụgbọ ojii, kaadi mgbubam, dgz.</p> <p><b>IHE ỤMỤAKWUKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwapa na imeputa udi ahiriokwu na ahirinha di iche iche</li> <li>3. Ikwuputa omume ufodu gasi ndi na-ebute ọria</li> <li>4. Igu na ime nnyocha abụ</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwukwo ọgụgụ klasi na akwukwo abụ, ụgbọ ojii, kaadi mgbubam, dgz.</p>
10.	<p><b>ỤTỌASỤSỤ:</b> NKEJI ASỤSỤ IGBO – Nkwa na Udi ya di iche iche</p> <p><b>OMENALA:</b> Ọmụmụ agwa (kolo) di iche iche dika oji, odo, ọcha, dgz.</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ otu akwukwo iduuzi a hooro</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwuputa udi nkejiasusu di iche iche.</li> <li>3. Ikwu na irugosi udi kolo di iche iche</li> <li>4. Igu akwukwo iduuzi na ide ihe odide</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwukwo ọgụgụ na akwukwo iduuzi a hooro, ụgbọ ojii, kaadi mgbubam, dgz.</p>
11.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Mkpọaha (Aha di iche iche)</p> <p><b>OMENALA:</b> Njirimara ndi Igbo, nkwaputa uzọ di iche iche e ji ama ndi Igbo (dk ejiji, asusu, nri, steeti, dgz).</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ otu Iduuzi a hooro</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwu njirimara ndi Igbo</li> <li>3. Irugosi mkpọaha n'ahiriokwu</li> <li>4. Iguputa akwukwo iduuzi na ide ihe odide</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwukwo ọgụgụ klasi na akwukwo iduuzi a hooro, ụgbọ ojii, kaadi mgbubam, maapu, dgz.</p>
<b>MMUGHARI IHE A KUZIRI NA TAM</b>		

12.	<b>ULE</b>	
13.	<b>ULE NA MMECHI</b>	
14.		

**ASỤSỤ IGBO**

**SS ONE TAM NKE ABỤỌ**

<b>IZUỤKA</b>	<b>ISIOKWU / NDỊNISIOKWU</b>	<b>IHE OMUME Na NGWA NKỤZI</b>
1.	<b>ỤTỌASỤSỤ:</b> Omumu Mkpọaha –	<b>IHE ỤMỤAKWUKWỌ GA-EME:</b>

	<p>Nnọchiaha na Nnọchimpesin, lji ha mebe ahiriokwu</p> <p><b>OMENALA:</b> Njirimara Ndi Igbo – Asusu, olundi na Igbo Izugbe</p> <p><b>AGUMAGU:</b> Omumu akwukwo iduuzi a horo</p>	<ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Iruosi mkpaha, nnọchiaha na nnọchimpesin n'ahiriokwu</li> <li>3. Ikwu njirimara ndi Igbo</li> <li>4. Igu akwukwo iduuzi na ide ihe odide</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu, ugbo ojii, kaadi mgbubam, dgz.</p>
2.	<p><b>UTOASUSU:</b> Omumu Mkpaha – Njuajuju na onugugu</p> <p><b>OMENALA:</b> Njirimara Ndi Igbo - Omumu Nri Ndi Igbo, etu e si esiputa otu n'ime nri ndi Igbo</p> <p><b>AGUMAGU:</b> Ogugu abu abuo a horo</p>	<p><b>IHE UMUKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Iruosi mkpaha na njuajuju n'ahiriokwu</li> <li>3. Iji ha meputa ahiriokwu</li> <li>4. Ikwu njirimara ndi Igbo</li> <li>5. Igu abu</li> <li>6. Ikwuputa ufodu nri ndi Igbo na etu e si esiputa ha.</li> </ol> <p><b>NGWA NKUZI</b> Ugbo ojii, akwukwo ogugu, chaati, kaadi mgbubam, foto/eserese, dgz.</p>
3.	<p><b>UTOASUSU:</b> Omumu Ngwaa na udi ya di iche iche</p> <p><b>OMENALA:</b> Ochichi Odinala Igbo – Nkwa ya, mgbe o malitere, usoro, njirimara na uru ya.</p> <p><b>AGUMAGU:</b> Ogugu abu ozo a horo</p>	<p><b>IHE UMUKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwu ihe ngwaa putara</li> <li>3. Iruosi ngwaa n'ahiriokwu</li> <li>4. Ikwuputa uru di n'ochichi odinala.</li> <li>5. Igu abu a hoputara.</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo abu a horo, chaati, akwukwo ogugu, ugbo ojii, dgz.</p>
4.	<p><b>UTOASUSU:</b> Omumu Nkwaaha na Nkenudi ya.</p> <p><b>OMENALA:</b> Ochichi Odinala Igbo: Otutu di iche iche ndi onu na-eru nokwu n'ochichi obodo. (1) ogbo/uke/ebiri, usoro abamaba, oru na uru ha.</p> <p><b>AGUMAGU:</b> Ogugu akwukwo ejije a hoputara</p>	<p><b>IHE UMUKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ikwuputa nkeudi nkwaaha</li> <li>2. Iruosi nkwaaha n'ahiriokwu</li> <li>3. Ikwu oru na uru otutu ogbo di iche iche</li> <li>4. Ikwuputa usoro e si aban otutu nke o bula.</li> </ol>

5.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Nkwuwa  <b>OMENALA:</b> Ọchịchị ọdịнала (2) Nze na ọzọ, usoro echichi, ọrụ na uru ha.  <b>AGỤMAGỤ:</b> Nkọwa atụmaatụokwu na ụdị ya dị iche iche, uru ha bara n’edemede.</p>	<p>5. Igu akwụkwọ ejije.  <b>NGWA NKỤZI</b>  Akwụkwọ ọgụgụ klasị, akwụkwọ ejije a họtọ, ụgbọ ojii, tiivi, radio, tepụrekọda, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b>  1. Ikọwa na inye omụmaatụ nkwuwa n’Igbo  2. Ikwu usoro echimechi nze na ọzọ  3. Ikwuputa uru na oghom na-eso echimechi ndi a  4. Inye omụmaatụ ụdị atumatụokwu ndi nwegasiri.</p> <p><b>NGWA NKỤZI</b>  Akwụkwọ ọgụgụ, ụgbọ ojii, foto/eserese</p>
6.	<p><b>ỤTỌASỤSỤ:</b>  Ọmụmụ Mbuuzọ  <b>OMENALA:</b> Ọchịchị ọdịнала (3) umuokpu na iyom, loolo  <b>AGỤMAGỤ:</b> Ọmụmụ ilu Igbo na nkọwa ya.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b>  1. Ige ntị  2. Irugosi mbuuzọ n’ahiriokwu  3. Ikọwa ọchịchị ọdịнала  4. Itụ na ikowaputa ilu Igbo di iche iche.</p> <p><b>NGWA NKỤZI</b>  Akwụkwọ ọgụgụ, ụgbọ ojii, Kaadi mgbubam, dgz.</p>
7.	<p><b>ỤTỌASỤSỤ:</b> Ọrụ “na” n’ahiriokwu Igbo dk. Mbuuzọ, nnyemakangwaa, isingwaa, dgz.</p> <p><b>OMENALA:</b> Njirimara ndi Igbo: Ọrụ aka – Nkọwa isiokwu, ụdị ya, uru ọ bara na mkpa ọ di ikwalite ọrụaka ndi a.  <b>AGỤMAGỤ:</b> Ọmụmụ akpalaokwu di iche iche na nkowa ha.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b>  1. Ige ntị  2. Irugosi “na” n’ahiriokwu  3. Ikwuputa ọrụ “na” di iche iche  4. Ikwuputa ọrụaka ndi Igbo ufodu na uru ha  5. Inye omụmaatụ akpalaokwu na nkowa ha</p> <p><b>NGWA NKỤZI</b>  Akwụkwọ ọgụgụ, ụgbọ ojii, kaadi mgbubam, dgz.</p>
8.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Njiko  <b>OMENALA:</b> Obodo di iche iche na</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p>

	<p>orụ aka e jiri mara ha n'ala Igbo <b>AGUMAGU:</b> Omumu ukabuilu.</p>	<ol style="list-style-type: none"> <li>1. Ikowaputa ihe bu njiko</li> <li>2. Irugosi mkpurwokwu e ji eziputa njiko</li> <li>3. Inye omumaatu ahiri - okwu na-egosiputa njiko</li> <li>3. Ikposita aha obodo na oruka ha</li> <li>4. ikowa ukabuilu na inye omumaatu ha gasi</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu na akwukwo ejije a horo, ugbu ojii, Kaadi mgbubam, dgz.</p>
9.	<p><b>UTOASUSU:</b> Omumu Mgbakwunye - Ndinihu, ndinazu, na nnonetiti. <b>OMENALA:</b> Njirimara ndi Igbo, igba mbo/ ichuchu, ime nwanne, ichere ibe ha, dgz. <b>AGUMAGU:</b> Ogugu akwukwo ejije a horetara</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikowa ihe bu mgbakwunye na udi ya gasi</li> <li>2. Ikwu ihe bu njirimara ndi Igbo</li> <li>3. Igu akwukwo ejije</li> <li>4. Iju na iza ajuju</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu na akwukwo ejije a horo, ugbu ojii, kaadi mgbubam, dgz</p>
10.	<p><b>UTOASUSU:</b> Omumu Ntimkpu na olundi putara ihe na ya dika okoo, ihiee, Ewooh, dgz. <b>AGUMAGU:</b> Ogugu akwukwo ejije a horetara</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikowa ntimkpu na olundi</li> <li>2. Irugosi ha nahiriokwu</li> <li>3. Inye omumaatu ha gasi</li> <li>4. Igu akwukwo ejije</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasi, akwukwo ejije, ugbu ojii, kaadi mgbubam</p>
11.	<b>MMUGHARI IHE A KUZIRI NA TAM</b>	
12.	<b>ULE</b>	
13.	<b>ULE NA MMECHI</b>	

## ASUSU IGBO

### SS ONE TAM NKE ATU

IZUUKA	ISIOKWU / NDINISIOKWU	IHE OMUME NA NGWA NKUZI
1.	<p><b>UTOASUSU:</b> Nkwa ihe bu edemede na udi yagasi  <b>OMENALA:</b> Nkuzi ihe omogwo bu na ihe a na-emegasi n'oge omogwo  <b>AGUMAGU:</b> Nnyocha akwukwo Iduuazi a horo, agwa di iche iche putara na ya</p>	<p><b>IHE UMUKWUKWO GA-EME:</b>  1. Ige nti  2. Ikwawa edemede na ikwuputa udi edemede gasi  3. Ikwawa omogwo na ihe a na-emegasi n'oge a  4. Igu akwukwo iduuazi na ikwawa uche ha gbasara ufodu agwa  <b>NGWA NKUZI</b>  Akwukwo ogugu, ugbo ojii, kaadi mgbubam, dgz.</p>
2.	<p><b>UTOASUSU:</b> Odide edemede mkparita- uka  <b>OMENALA:</b> Nkwa omumu, ibe ugwu, ikuputa nwa na ihe e ji eme ya.  <b>AGUMAGU:</b> Nnyocha akwukwo ejije a hoputara na omumu agwa di iche iche putara nay a.</p>	<p><b>IHE UMUKWUKWO GA-EME:</b>  1. Ikparitauka n'otu isiokwu a hoputara  2. Ikwawa ihe ufodu a na-emegasi n'oge a na-ebi ugwu /ekuputa nwa  3. Igu akwukwo ejije na inye nkwa gbasara agwa putara n'ejije  4. Iju na iza ajuju  <b>NGWA NKUZI</b>  Ugbo ojii, akwukwo ogugu, chaati, kaadi mgbubam, foto/eserese, dgz.</p>
3.	<p><b>UTOASUSU:</b> Odidi edemede akomako  <b>OMENALA:</b> Nkwa ihe bu oji , uru o bara, ibe oji gbara na mputara ya</p>	<p><b>IHE UMUKAWUKWOGA-EME:</b>  1. Ige nti  2. Iju na iza  3. Inye nkwa oji , mputara na uru ya gasi  4. Igu akwukwo iduuazi</p>
4.	<p><b>AGUMAGU:</b> Nnyocha akwukwo iduuazi na agwa putara ihe na-ya  <b>UTOASUSU:</b> Odide edemede ekwumekwu  <b>OMENALA:</b> Omumu usoro ihe oji/nzu na ihe ndi ozo na-anochite anya oji  <b>AGUMAGU:</b> Nnyocha akwukwo</p>	<p>5. Iko gbasara agwa ufodu putara ihe  <b>NGWA NKUZI</b>  Akwukwo ogugu klasi, akwukwo iduuazi a horo, chaati, akwukwo ogugu, ugbo ojii, nzu, oji, dgz.</p>



5.	<p>iduuazi na agwa di na ya.  <b>ỤTỌASỤSỤ:</b> Odide edemede nkowasi  <b>OMENALA:</b> Omumụ omenala : Inabata obia  <b>AGUMAGỤ:</b> Nnyocha akwukwo iduuazi na omenala putara ihe na ya.</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b>  1. Ide edemede  2. Ikowa obia na uzọ e si anabata ya.  3. Igụ na itule akwukwo iduuazi ha gurụ  <b>NGWA NKỤZI</b>  Akwukwo ogugu klasi, akwukwo iduuazi a hoozo, ugbo ojii, tiivi, redio, tepurekoda, dgz.</p>
6.	<p><b>ỤTỌASỤSỤ:</b> Odide edemede nkowami  <b>OMENALA:</b> Omumụ izu na izuuka  <b>AGUMAGỤ:</b> Nnyocha akwukwo iduuazi na omenala putara ihe na ya.</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b>  1. Ige ntị  2. Ide edemede nkowami  3. Igụ izu na izuuka n'Igbo  3. Igụ akwukwo iduuazi  4. Ichoputa omenala ndi gbara elu na ya  <b>NGWA NKỤZI</b>  Akwukwo ogugu klasi , akwukwo iduuazi, ugbo ojii, foto/eserese</p>
7.	<p><b>ỤTỌASỤSỤ:</b> Olilo udaume- Omumụ Olilo ihu na olilo azu  <b>OMENALA:</b> Usoro ogugu onwa na afo  <b>AGUMAGỤ:</b> Ogugu na aghotazaa sitere n'akwukwo ejije a hoozo</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b>  1. Ige ntị  2. Ikowaputa olilo udaume na udi ya  3. Iguputa onwa na afo  4. Igụ aghotazaa  5. Iza ajuju sitere n'aghotazaa  Azaa/ejije a hoozo  <b>NGWA NKỤZI</b>  Akwukwo ogugu klasi, akwukwo ejije, ugbo ojii, kaadi mgbubam, chaati udaume, dgz.</p>
8.	<p><b>ỤTỌASỤSỤ:</b> Olilo udaume - omumụ olilo nlofo, mmako na nlocha  <b>OMENALA:</b> Nrubere onye diokpara n'ezinulo.  <b>AGUMAGỤ:</b> Ogugu na aghotazaa sitere n'akwukwo iduuazi a hoputara.</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b>  1. Ige ntị  2. Ikwu na inye omumaatu udi olilo di iche iche  3. Ikwu nrubere diokpara  4. Igụ na iza ajuju  <b>NGWA NKỤZI</b></p>

9.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ ndapu udaume na ndapu mgbochiume</p> <p><b>OMENALA:</b> Nrubere onye ada n'ezinụlọ</p> <p><b>AGỤMAGỤ:</b> Ntughari akpaalaokwu</p>	<p>Akwụkwọ ọgụgụ na akwụkwọ iduuzi, ụgbọ ojii, kaadi mgbubam, chaati ụdaume, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikwa ndapu ụdaume na mgbochiume</li> <li>2. Inye ọmụmaatụ ndapu ụdaume na mgbochiume</li> <li>3. Ikwuputa nrubere onye ada n'ezinụlọ</li> <li>4. Ime ntughari</li> </ol> <p><b>NGWA NKỤZI</b></p> <p>Akwụkwọ ọgụgụ na akwụkwọ ejije a hooro, ụgbọ ojii, kaadi mgbubam, dgz.</p>
10.	<p><b>ỤTỌASỤSỤ:</b> Nkwa ihe bu aghota-azaa na usoro oziza ajuju ya</p> <p><b>OMENALA:</b> Nsogbu na-esite n'inu ogwu aghara aghara</p> <p><b>AGỤMAGỤ:</b> Ntughari ilu</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Iju na iza ajuju</li> <li>3. Ikparitaka gbasara nsogbu na-aputa n'inu ogwu aghara aghara</li> <li>4. Ime ntughari</li> </ol> <p><b>NGWA NKỤZI</b></p> <p>Akwụkwọ ọgụgụ, ụgbọ ojii, tepurekoda, radio, dgz.</p>
11.	<p><b>MMUGHARI IHE A KUZIRI NA TAM</b></p>	
12.	<p><b>ULE</b></p>	
13.	<p><b>ULE NA MMECHI</b></p>	

### YORUBÁ SS 1 TÁAMÙ KÌN-ÌN-NÍ

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÈ ÍSÈ
1	ÀSÀ: Èkò Ilé	<p>OLÙKÒ:</p> <p>a. sô oríki êkò ilé</p>

	<p><b><u>AKÓÓNÚ ISĚ</u></b></p> <p>a. Oríkì êkò ilé</p> <p>b. Ìkíni ní orísírísi ònà</p> <p>d. Ísě ilé síśe</p> <p>e. Ìbõwõ fágba</p> <p>ç. Ìmõtótó</p> <p>f. Ìbõmówí abbl</p>	<p>b. sàlàyé ní kíkún lóri orísírísi êkò ilé àti pàtàki wôn lówùjò</p> <p>d. sàlàyé ìkíni lórísírísi ònà</p> <p>e. sàlàyé orísírísi ònà tí à ñ gbà tøjú ilé</p> <p>ç. kò àwôn òrò tó sùyò sójú pátákó</p> <p><b>AKĚKŌŌ:</b></p> <p>a. Tětí sí àlàyé olùkò</p> <p>b. Śe àfihàn ìkíni lórísírísi ònà, ìwà òmòlùábí, ìtøjú ilé.</p> <p><b>OHUN-ÈLÒ ÌKŌNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ikōwé</li> <li>• Àwòrán</li> <li>• Téeèpù</li> <li>• Tçlifísàn/ Redìò</li> <li>• Fìmù</li> </ul>
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2.	<p><b>LÍTÍRÈSÒ:</b></p> <p>Ìwé Kíkà: Ìtàn Àròsô Ôlörö Geere</p> <p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>a. Kókó Òrö</p> <p>b. Àhunpö Ìtàn</p> <p>d. Ôgbön isõtàn</p> <p>e. Ibùdó ìtàn</p> <p>ç. Êdá ìtàn àti ifiwàwêdá</p> <p>f. Lìlo èdè</p> <p>g. Ìjçyô àsà</p> <p>gb. Àmúyç àti àléébù</p>	<p><b>OLÙKÖ:</b></p> <p>a. jë kí akèköö ka ìwé ìtàn àròsô ôlörö geere</p> <p>b. sàlàyé kíkún lóri kókó àkóónú isë bí ó ti jçyô nínú ìtàn àròsô.</p> <p>i. isônísókí àhunpö ìtàn</p> <p>ii. êdá ìtàn</p> <p>iii. ôgbön isõtàn</p> <p>iv. ìwúlò èdè</p> <p>v. ìjçyô òrö</p> <p>vi. àmúyç àti àléébù</p> <p>vii. kô àwôn òrö tí ó sùyô sí ojù pátákó</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Ka ìwé</p> <p>b. Tètí sí àlàyé olùkô</p> <p>d. Kô àwôn òrö tó sùyô pèlú ìtumö wôn</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ìkōwé</li> <li>• Ìwé ìtàn àròsô tí a yàn</li> </ul>
3.	<p><b>ÈDÈ:</b> Álífábèti Èdè Yorùbá</p> <p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>a. <b>Álífábèti:</b></p> <p>a, b, d, e, ç, f, g, gb, h, i, j, k, l, m, n, o, ô, p, r, s, s, t, u, w, y</p>	<p><b>OLÙKÖ:</b></p> <p>a. kô álífábèti yorùbá lápapö sára pátáko fún akèköö</p> <p>b. kô àwôn lètà tí ó dúró fún ìró kònsónáyti àti ìró fawèli</p> <p>d. pe wôn lököökkan fún akèköö.</p>

	<p>b. <b>Könsónáyti:</b> b, d, f, g, gb, h, j, k, l, m, n, p, r, s, ś, t, w, y</p> <p>d. <b>Fáwèli:</b> a, e, ç, i, o, ô, u</p>	<p><b>AKÈKÖÖ:</b></p> <p>a. fetí sí bí olùkò še pe àwôn ìrò könsónáyti àti fáwèli náà.</p> <p>b. pe àwôn ìrò könsónáyti àti fáwèli náà bí olùkò ti pè wôn</p> <p>d. še àdàkò àwôn lètà ìrò könsónáyti àti fáwèli naa</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>1. kádíböödù nílá tí a kò álífábèti Yorùbá sí.</p> <p>2. kádíböödù nílá tí ó n še àfihàn àwôn ìrò Könsónáyti àti fáwèli lötöötö.</p> <p>3. káàdi pélébé pélébé tí a kò àwôn lètà náà sí.</p>
4.	<p><b>ÀSÀ:</b> Àwôn óunjç ilê Yorùbá</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Oríkì óunjç</p> <p>b. Orísírísi óunjç</p> <p>d. bí a še n še óunjç kōōkan</p> <p>e. ìpín sí ìsōrí àwôn óunjç ilê Yorùbá bí i: sēmíró, òlōràá, afáralókun, amáradán abbl</p> <p>ç. ìtōjú óunjç àjçsèkù</p> <p>f. àfiwé óunjç àtijö àti ti òde òní.</p>	<p><b>OLÙKÖ:</b></p> <p>a. sô oríkì óunjç</p> <p>b. sô orísíi óunjç</p> <p>d. sàlàyé bí a še n še óunjç kōōkan</p> <p>e. kò àwôn óunjç tí ó bö sí ìsōrí kan náà sára pátákó</p> <p>ç. sô bí a še n še ìtōjú óunjç tí ó bá sèkù</p> <p>f. sōrō lóri àyfaàní óunjç láti oko àti ewu óunjç inú agolo</p> <p>g. Ya àtç óunjç ti ìlú/ agbègbè kōōkan fèràn sóri pátákó.</p>

	<p>g. óúnjç tí ìlú/ agbègbè kōōkan fèràn</p>	<p><b>AKÈKÖÖ:</b></p> <p>a. Tètí sí àlàyé olùkō</p> <p>b. Sô èrò tiwôn lórí óúnjç</p> <p>d. Kô ohun tí olùkō kô sí ojú pátákó sínú iwé.</p> <p>e. Ya àtç tí olùkō yà sójú pátákó.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>1. Orísìrísìí óúnjç tútù</p> <p>2. Àwòrán</p> <p>3. Ohun èlò óúnjç:</p> <ul style="list-style-type: none"> <li>• Ìkòkò, epo, iyō irú, ewébê, sítóófù abbl</li> </ul>
5.	<p><b>ÈDÈ:</b> Sílébù èdè Yorùbá</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Oríkì sílébù</p> <p>b. Ìhun sílébù [F, KF, N]</p> <p>d. pínpin òrò sí sílébù</p>	<p><b>OLÙKÖ:</b></p> <p>a. sô oríkì sílébù</p> <p>b. sàlàyé ìhun sílébù</p> <p>d. sé òpòlòpò àpççrç pínpin òrò sí sílébù sójú pátákó</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tètí sí àlàyé olùkō</p> <p>b. Sé àpççrç pínpin òrò sí sílébù fúnra rè</p> <p>d. kô ohun tí olùkō kô sí ojú pátákó sínú iwé.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>1. pátákó ìkōwé</p> <p>2. kádìböödù tí ó sé àfihàn àwôn òrò oní sílébù méjì, mèta abbl</p>

6.	<p><b>LÍTÍRÈSÕ:</b> Lítírèsõ èdè Yorùbá</p> <p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>a. Oríkì Lítírèsõ</p> <p>b. Êka Lítírèsõ èdè Yorùbá</p> <p>i. Alohùn</p> <p>ii. Àpilêkô</p> <p>d. Àwôn ohun tí a lè fi dá ewi kōōkan mō: sísun, dídá, kíkô, pípa, pípè</p> <p>e. Ìlò èdè inú ewi</p>	<p><b>OLÙKÕ:</b></p> <ol style="list-style-type: none"> <li>1. sé àlàyé àwôn àbùdá pàtàkì lítírèsõ</li> <li>2. sé àfiwé lítírèsõ àpilêkô àti alohùn</li> <li>3. kô àpççrç lítírèsõ àpilêkô fún àwôn akèkōō.</li> <li>4. sàlàyé àwôn isōrí mètêêta lítírèsõ àpilêkô láti fi iyatō wōn hàn.</li> <li>5. sô àpççrç òkōōkan àwôn isōrí náà fún akèkōō.</li> </ol> <p><b>AKÈKÕÕ:</b></p> <ol style="list-style-type: none"> <li>1. Tètí sí gbogbo àlàyé olùkô dárádára</li> <li>2. Ya atç láti fi iyatō lítírèsõ àpilêkô àti alohùn hàn.</li> <li>3. kô àpççrç mīràn fún isōrí kōōkan lítírèsõ àpilêkô.</li> </ol> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>Ìwé orísírísi</p> <p>Lítírèsõ àpilêkô: eré-oníse, ewi àti itàn àròsô</p>
7.	<p><b>LÍTÍRÈSÕ:</b> Itúpàlê ewi alohùn (Àsàyàn ìwé kan)</p> <p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>a. Àkóónú</p> <p>kókó òrō àsà tó súyô</p>	<p><b>OLÙKÕ:</b></p> <p>jè kí akèkōō ka ewi alohùn lōpōlōpō igbà</p> <p>sé àlàyé lóri kókó òrō êkô, ìlò èdè, àmúyç àti àléébù inú ìwé àsàyàn ewi alohùn.</p> <p><b>AKÈKÕÕ:</b></p> <p>fi etí sí ewi tí olùkô h kà fún wōn.</p>

	<p>ihun</p> <p>lílé/ gbígbè, àdákô, àjùmòkô</p> <p>ìlò èdè: ònà èdè àti isôwôlo-èdè</p> <p>ìjçyô àsà</p> <p>b. Lítirésô alohùn mìíràn</p> <p>d. ògangan ipò àwôn akéwì: êsìn wôn/ ìse wôn, àkókò ìkéwì abbl</p>	<p>Gbìyànjú láti kéwì tí ó bá mō</p> <p>d. ka ìwé àsàyàn yìí</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>Ìwé tó jçmō ewì alohùn</p> <p>Àwòrán tó bá ewì yìí mu</p> <p>Pátákó ìkōwé</p>
8.	<p><b>ÌHUN ÒRÕ:</b></p> <p>a. Möfìmù ní èdè Yorùbá</p> <p>b. Ònà tí a ní gbà sêdá òrõ-orúkô</p> <p><b><u>ÀKÓÓNÚ ISĔ</u></b></p> <p>oríkì möfìmù</p> <p>ìsêdá òrõ-orúkô –àfòmö ìbêrê (a-, on-, o, oní-, àì-, àti-, àfòmö àárin àpètúnpe (kíkún, çlëbç)</p>	<p><b>OLÜKÖ:</b></p> <p>a. Sàlàyé orísíí ihun òrõ</p> <p>b. Sàlàyé ìsêdá àwôn òrõ</p> <p>d. Kô òpòlòpò àpçççç orísírísí òrõ sórí pátákó.</p> <p><b>AKĔKÖÖ:</b></p> <p>a. Sô orísírísí ihun òrõ</p> <p>b. Sô bí a se sêdá àwôn òrõ</p> <p>d. Da òrõ-orúkô ìsêdá tí olükö kô sójú pátákó kô sínú ìwé.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>a. Sê àlàyé ìlò àfòmö ìbêrê onísílèbù méjì láti sêdá òrõ-orúkô pèlú àpçççç.</p> <p>b. Kô òrõ ìpilê mèta sílê</p> <p>d. Kô àpçççç òrõ ìsêdá alápètúnpe kíkún mèta àti alápètúnpe çlëbç</p>



<p>9.</p>	<p><b>ISÈ ABÍNIBÍ</b></p> <p>i. Onírúurú isè ilê Yorùbá bí i àgbê, alágbêdç, onídirí, asô híhun, aró dídá, awakō abbl</p> <p>ii. Ìkíni àti idáhùn fún onírúurú isè.</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. oríkì isè abínibí àti àpççrç isè: àgbê, ôdç, asô híhun, aró dídá, epo fífō, irun dídì, àyàn, olóólà, alágbêdç</p> <p>b. Bí a ti n kö isè</p> <p>d. iwúlò isè kíkō</p> <p>e. isè ôkùnrin, obinrin, tókùnrin-tobinrin ní àtijō àti lóde oní.</p>	<p><b>OLÙKÖ:</b></p> <p>a. Sô oríkì àti ohun tí isè abínibí jè</p> <p>b. Tò akèkōö sònà láti mô pàtàkì isè síse àti bí a se n kö isè kōōkan.</p> <p>d. Sô àyfaàní isè kíkō</p> <p>e. Kō ijōra àti iyatō tó wà nínú isè abínibí àti tòde oní sójú pátákó</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Sô ohun tí o mō nípa isè síse àti idí tí ó fi yç kí èniyàn síse</p> <p>b. Kō ohun tí olùkō kō sójú pátákó sínú iwé rç.</p> <p>d. Sé àfiwé isè abínibí àti tòde oní.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>a. Àwôn ohun-èlò isè abínibí bí i: àdá, àkàtàypò, òmô-owú, èmú, ôkō abbl</p> <p>b. Àwòrán çbu àti àwôn òsísè.</p>
<p>10.</p>	<p><b>ÀSÁ: ÌGBÉYÀWÓ</b></p> <p><b><u>Àkóónú isè</u></b></p> <p>a. idí tí a fi n gbéyàwó/ lōkō</p> <p>b. orísírísi ìgbéyàwó tí ó wà láyé àtijō àti lóde oní, ifômôtôrô, fífè nísulökà, àsáyte, sóōsì, kóòtù, mùsùlùmí, ôkō kan aya kan,</p>	<p><b>OLÙKÖ:</b></p> <p>a. Sé àlàyé fún akèkōö lóri àyfaàní tí ó wà nínú síse ìgbéyàwó</p> <p>b. Jè akèkōö jíròrò/ sô ìrírí rê;</p> <p>d. kō àwôn òrō pàtàkì pàtàkì sí ojù pátákó pèlú ìtumō wôn</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tètí sí olùkō</p>

	<p>aláya púpō abbl</p> <p>d. Ìgbésê inú orísi ìgbéyàwó kōōkan láyé àtijö</p> <p>e. ìgbésê inú orísi ìgbéyàwó kōōkan lóde òní.</p> <p>ç. Àyfaàní àti isòro inú irú ìgbéyàwó kōōkan látijö àti lóde òní.</p>	<p>b. Jíròrò ní kíláásì/ sô ìrírí rç</p> <p>d. Da àwôn òrō tí olùkō kō sójú pátákó kō sínú iwé</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Àwòrán ìgbéyàwó</li> <li>• Fídìò</li> <li>• Téèpù</li> <li>• Tçlífisàn</li> </ul>
11.	<p><b>ÈDÈ: ÒWE</b></p> <p>i. Orísirísi òwe</p> <p>Ìtándòwe, òwe ajçmèsìn, ìrírídòwe</p> <p>ii. iwúlò òwe</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Oríkì òwe</p> <p>b. Orísirísi òwe</p> <p>d. Ìlò òwe/ iwúlò òwe</p>	<p><b>OLÙKÖ:</b></p> <p>a. Sô ìtumō òwe</p> <p>b. Jè kí akèkōö pa orísirísi òwe bí àpççrç: ìbáwí, ìkilö, ìmòrán abbl</p> <p>d. Kō ìbêrê àwôn òwe kan sójú pátákó fún akèkōö láti parí wôn</p> <p>e. Sô iwúlò òwe</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tèti sí àlàyé olùkō</p> <p>b. Pa orísirísi òwe gègè bí olùkō še dari</p> <p>d. kō ìparí àwôn òwe tí olùkō kō sí ojù pátákó sí inú iwé wôn.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>a. Ìwé òwe pèlú ìtumō wôn</p> <p>b. Pátákó ìkōwé</p>
12.	<p><b>ÀSÀ:</b> Oyún níní, ìtöjú oyún àti ìtöjú òmô láyé àtijö àti lóde òní.</p>	<p><b>OLÙKÖ:</b></p> <p>a. Sàlàyé kíkún lóri ìgbàgbö Yorùbá nípa oyún níní,</p>

	<p><b><u>ÀKÓÓNÚ ISĔ</u></b></p> <p>a. Ìgbàgbö nípa òmò bíbí àti àbíkú.</p> <p>b. Ohun gbogbo ló ní àsìkò, tókò-taya ni oyún wà fún kì í sé àpön àti wúndiá.</p> <p>d. Ònà tí a lè gbà dín bíbí àbíkú kù lówùjò; b.a òye lórí onírúurú jënótáipù èjê tó wà àti àwôn tó fè fèra wôn</p> <p>e. Aájò láti lè tètè lóyún: àyfaàní kíkó ara çni ní ìjǎnu nípa ìbálòpò, yíçra fún ìlòkulò oògùn isèyún abbl</p> <p>ç. Bí a sé ñ tøjú aboyún</p> <p>f. Oúnjç ásaralóore</p> <p>g. Lílò fún itøjú ní ilé iwòsàn (ìbílê/ìjòba)</p> <p>gb. Oyún dídè</p> <p>h. Àwèbí</p>	<p>itøjú oyún àti àsìkò tó tó láti lóyún.</p> <p>b. Sörò lórí onírúurú jënótáipù tó wà àti ìdí tí akèkòò fi gbòdò mò tirê.</p> <p>d. La akèkòò lóye lórí jënótáipù tó bá ara mu àti àwôn tó lè fèra wôn.</p> <p>e. Kò àwôn oúnjç asaralóore tí aláboyún lè jç sójú pátákó ìkòwé.</p> <p><b>AKÈKÒÒ:</b></p> <p>a. Jíròrò nípa àwôn tóyún wà fún</p> <p>b. Sò ohun tí ó nípa oyún níní</p> <p>d. Sò jënótáipù tirç</p> <p>e. Dárúkò díê lára àwôn oúnjç ásaralóore</p> <p>ç. Dárúkò díê lára àwôn ònà tí a fi ñ tøjú aláboyún</p> <p><b>OHUN-ÈLÒ ÌKÒNI</b></p> <ul style="list-style-type: none"> <li>• Àwòrán díê lára ohun èlò tí a fi ñ tøjú aláboyún ní ilànà ti ìbílê: ìkòkò àgbo, isáàsùn, àsèjç, ìgbàdí abbl</li> <li>• Àwòrán díê lára ohun tí a fi ñ tøjú aláboyún ní ilànà Òyìnbó.</li> <li>• Àtç tó ñ fi oúnjç ásaralóore hàn.</li> </ul>
13.	<b>ÀTÚNYÈWÒ ÈKÒ</b>	

14.	ÌDÁNWÒ	

YORÙBÁ SS 1 TÁÀMÙ KEJÌ

ÕSÊ	ORÍ ÒRÕ/ ÀKÓÓNÚ	ÀMÚSÈ ISÈ
1	<p><b>ÈDÈ:</b> Àkàyé:</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Ògbòn tí a ní ta fún àseyege lórí àkàyé</p> <p>b. Kíka àyòkà</p> <p>d. Títúmō àkànḽò èdè, òwe àti ònà èdè tí ó jcyô nínú àyòkà ní ìbámu pèlú bí a ti lò ó.</p> <p>e. Dídáhùn ìbéèrè lórí àkóónú àyòkà</p>	<p><b>OLÙKÖ:</b></p> <p>    Şe àwárí àwôn àyòkà tó jcmō òrō tó ní lô. Irú àyòkà bèê gbôdô ní ilò èdè tó dára.</p> <p>a. Jè kí akèkōō ka àyòkà náà dárádára</p> <p>d. Tō akèkōō sōnà láti dáhùn ìbéèrè nípa àyòkà</p> <p>e. Tō akèkōō sōnà láti sô itumō òwe</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tètí sí àlàyé lórí àkàyé</p> <p>b. Ka àyòkà, dáhùn àwôn ìbéèrè lórí rē</p> <p>d. Şe àlàyé itumō òwe, àkànḽò èdè tí ó súyô ní ìbámu pèlú bí a şe lò wōn.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>    Àyòkà orísíríşí tí ó dá lé isêlê àwùjô.</p>
2.	<p><b>LÍTÍRÈŞÖ:</b> Àtupalê àsàyàn ìwé eré-onítàn (ìwé méjì)</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Kókó Òrō</p> <p>b. Àhunpō Ìtàn</p>	<p><b>OLÙKÖ:</b></p> <p>a. jè kí akèkōō ka ìwé ìtàn eré-onítàn</p> <p>b. Şe àlàyé kíkún lórí ijcyô àkóónú isè nínú eré-onítàn àsàyàn:</p> <p>i. Kókó òrō</p> <p>ii. Êdá ìtàn àti ifiwàwèdá</p>

	<p>d. ibùdó itàn</p> <p>e. Êdá itàn àti ifiwàwêdá</p> <p>ç. Ilò èdè</p> <p>f. Àmúyç àti àléébù</p>	<p>iii. ibùdó itàn</p> <p>iv. ilò èdè</p> <p>v. ijçyô àsà abbl</p> <p>d. kô àwôn òrô pàtàkì tí ó sùyô sóri pátákó, kí o sì sàlàyé itumõ wôn.</p> <p>e. Bèèrè ibèèrè löwö akèkõö</p> <p><b>AKÈKÕÖ:</b></p> <p>a. Ka iwé eré-onítàn wá láti ilé àti nínú kíláási</p> <p>b. Tètí sí àlàyé olùkõ</p> <p>d. Kô àwôn òrô tí olùkõ kô sí orí pátákó sínú iwé.</p> <p>e. Dáhùn ibèèrè olùkõ</p> <p><b>OHUN-ÈLÒ:</b></p> <ul style="list-style-type: none"> <li>• Iwé eré-onítàn</li> </ul>
<p>3.</p>	<p><b>ÀSÁ:</b> Àsà isômólórúkô ní ilé Yorùbá</p> <p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>a. Igbàgbö Yorùbá nípa pàtàkì orúkô (orúkô òmô ni ijánu òmô)</p> <p>b. Ètò isômólórúkô b.a ifá lómô</p> <p>d. Orísírísí orúkô àti itumõ wôn.</p> <p>i. Àbisô</p>	<p><b>OLÙKÕ:</b></p> <p>a. Kô orísírísí orúkô sí ojú pátákó</p> <p>b. Sàlàyé pàtàkì orúkô àti orísírísí orúkô</p> <p>d. Sàlàyé orúkô òde oni</p> <p>e. Darí àwôn akèkõö láti se ijìnlê eré isômólórúkô.</p> <p><b>AKÈKÕÖ:</b></p> <p>a. Tètí sí àlàyé olùkõ</p> <p>b. sô ohun tí wôn mō nípa isômólórúkô sáájú idánilèkõö</p>

	<p>ii. Àmútōrunwá</p> <p>iii. Oríki</p> <p>iv. Ìnágijç</p> <p>v. Ìdílé</p> <p>vi. Òde-òní abbl</p>	<p>d. sàwòkò orúkò tí ó wà lára pátákó</p> <p>e. kópa nínú ìseré, ìsinjç ìsòmólórúkò.</p> <p>ç. sé àdàkò àwôn lètà ìró kòhsonáyiti àti fawèli naa.</p> <p><b>OHUN-ÈLÒ ÌKÒNI:</b></p> <p>1. Ohun èlò ìsòmólórúkò: oyin, atare, orógbó, obì, çja, omi</p> <p>2. Kádíböödù tí a to orúkò ômô àti ìtumõ wôn sí.</p>
4.	<p><b>ÈDÈ:</b> Aáyan Ògbufõ</p> <p><b>ÀKÓÓNÚ ISÈ</b></p> <p>a. Ìtösönà lórí bí a sé ń sé aáyan ògbufõ</p> <p>b. Túmõ àwôn gbólóhùn kéékèèké láti èdè Gèèsi sí Yorùbá</p>	<p><b>OLÙKÒ:</b></p> <p>a. Sàlàyé bí a sé ń sé aáyan ògbufõ</p> <p>b. Túmõ àwôn gbólóhùn láti èdè Gèèsi sí Yorùbá</p> <p>d. Kò àwôn gbólóhùn àti àkànìlò èdè tí a tímõ sí orí pátákó.</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tètí sí bí olùkò sé ń tímõ àwôn gbólóhùn</p> <p>b. Kò àwôn gbólóhùn àti àkànìlò èdè tí olùkò kò sí ojù pátákó sí inú iwé wôn.</p> <p><b>OHUN-ÈLÒ ÌKÒNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ikówé</li> </ul>
5.	<p><b>LÍTIRÈSÖ:</b> Àtupalê iwé ìtàn àròsô (iwé méji)</p>	<p><b>OLÙKÒ:</b></p> <p>a. Jè kí akèköö ka iwé ìtàn àròsô.</p> <p>b. Sé àlàyé ní kíkún lórí ijçyô àkóónú isè lórí iwé</p>

	<p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>a. kókó őrő</p> <p>b. ifiwàwêdá</p> <p>d. Àhunpō itàn</p> <p>e. Ibùdó itàn</p> <p>ç. ôgbön isõtàn</p> <p>f. êdá itàn</p> <p>g. ìlò èdè</p> <p>gb. Ìjçyô àsà</p> <p>h. Àmúyç àti àléébù</p>	<p>itàn: kókó őrő, ifiwàwêdá, àhunpō itàn, ibùdó itàn, ôgbön isõtàn, àmúyç àti àléébù.</p> <p>d. Kô àwôn őrő pàtàkì pàtàkì tó sùýô sójú pátákó kí ó sì sàlàyé itumō wôn.</p> <p><b>AKĚKŌŌ:</b></p> <p>a. Ka iwé itàn àròsô wa láti ilé àti nínú kíláásì.</p> <p>b. Tětí sí àlàyé olùkō</p> <p>d. Kô àwôn őrő tí olùkō kô sí ojú pátákó sínú iwé.</p> <p><b>OHUN-ÈLÒ ÌKŌNI:</b></p> <p>Ìwé itàn àròsô</p>
6.	<p><b>ÈDÈ:</b> Àkàn�ò Èdè</p> <p><b><u>ÀKÓÓNÚ ISĚ:</u></b></p> <p>a. Oríkì àkàn�ò èdè</p> <p>b. Orísírísì àkàn�ò èdè</p> <p>d. Ìlò Àkàn�ò èdè</p>	<p><b>OLÙKŌ:</b></p> <p>a. Sô itumō àkàn�ò èdè</p> <p>b. Jè kí akèkōō sô itumō àwôn àkàn�ò èdè.</p> <p><b>AKĚKŌŌ:</b></p> <p>a. Tětí sí àlàyé olùkō</p> <p>b. Sô orísírísì àkàn�ò èdè</p> <p>d. Sô itumō àkàn�ò èdè</p> <p><b>OHUN-ÈLÒ ÌKŌNI:</b></p> <ul style="list-style-type: none"> <li>• Ìwé àkàn�ò èdè pèlú itumō wôn</li> <li>• Pátákó ìkōwé</li> </ul>



<p>7.</p>	<p><b>ÈDÈ:</b></p> <p>a. Àròkò kíkò</p> <p>b. Ìgbésê fún àròkò kíkò</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Oríkì àròkò</p> <p>b. Àwôn ìgbésê tí a ní tǎlǎ lǎtì kò àròkò kíkò</p> <p>d. Orísírísì àwôn àròkò:</p> <p>i. Àròkò aláírìyànjiyàn</p> <p>ii. Àròkò oníròyìn/ asòtàn</p> <p>iii. Àròkò alálayé</p> <p>iv. Àròkò ajçmò-ìsípáyá</p> <p>v. Àròkò onísòròygbèsì</p> <p>vi. Àròkò asàpèjúwe</p> <p>vii. Lètà Kíkò:</p> <p>a. Lètà gbêfê</p> <p>b. Lètà aláìgbagbêfê</p>	<p><b>OLÙKÒ:</b></p> <p>a. Sô ìtumò àròkò</p> <p>b. Sàlayé ìlapa èrò lórí àròkò kíkò</p> <p>d. Tò akèkòò sònà lǎtì kò àròkò</p> <p>e. Yç ìsè akèkòò wò</p> <p><b>AKÈKÒÒ:</b></p> <p>a. Tètí sí àlayé olùkò</p> <p>b. Kò àwôn àlayé ojú pátákó sílê</p> <p><b>OHUN-ÈLÒ ÌKÒNÌ:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ìkòwé</li> </ul>
<p>8.</p>	<p><b>LÍTIRÈSÒ:</b></p> <p>Àtúpálê àsàyàn ewì àpilèkò (ìwé</p>	<p><b>OLÙKÒ:</b></p> <p>a. Jè kí akèkòò ka ìwé àsàyàn ewì àpilçkò</p> <p>b. Sè àlayé ní kíkún lórí ijçyò àkóónú isè nínú ìwé</p>

	<p>méji)</p> <p><b><u>ÀKÓÓNÚ ÍṢĚ</u></b></p> <p>a. Kókó oro</p> <p>b. Ìhun ewi (ètò)</p> <p>d. Ìlò èdè</p> <p>e. Ijçyô àsà</p> <p>ç. Àmúyç àti àléébù</p>	<p>àsàyàn ewi àpilékô:</p> <p>i. Kókó òrô</p> <p>ii. Ìhun ewi</p> <p>iii. Ìlò èdè</p> <p>iv. Ijçyô àsà</p> <p>v. Àmúyç àti àléébù</p> <p>d. Kô àwôn òrô pàtàkì pàtàkì, kí o sì sàlàyé itumò wôn.</p> <p><b>AKĚKŌŌ:</b></p> <p>a. Ka iwé àsàyàn ewi àpilékô wá láti ilé àti nínú kíláásì</p> <p>b. Tètí sí àlàyé olùkô</p> <p>d. Kô àwôn òrô tí olùkô kô sí ojú pátákó sínú iwé.</p> <p><b>OHUN-ÈLÒ ÌKŌNI:</b></p> <ul style="list-style-type: none"> <li>• Ìwé àsàyàn ewi àpilékô</li> </ul>
9.	<p><b>ÀSÁ:</b></p> <p>Àsà itöjú ara lóde òní àti ewu tí ó rō mō ô.</p> <p><b><u>ÀKÓÓNÚ ÍṢĚ</u></b></p> <p>a. Itöjú ara çni b.a irun, èékáná, eyín, asô:</p> <p>b. Ewu ilòkulò oògùn olóró</p>	<p><b>OLÙKŌ:</b></p> <p>a. Darí akèkōō láti sô ònà tí a lè gbà sé itöjú ara</p> <p>b. Sàlàyé ewu tó wà nínú àsìlò oògùn àti lílo oògùn olóró</p> <p>d. Darí àwôn akèkōō láti kô orin/ ka ewi nípa pàtàkì ìmötótó</p> <p><b>AKĚKŌŌ:</b></p> <p>a. Sô ìrírí rç nípa ewu tí àitöjú ara lè fà.</p>

	<p>d. itöjú ara lóde òní, àyfaàní àti àléébù rê b.a</p> <p>i. Ètè kíkùn</p> <p>ii. irun díndín</p> <p>iii. Ihò méjì lílu sí etí kan</p> <p>iv. imú lílu</p> <p>v. orin/ ewi nípa ìmötótó</p>	<p>b. Kô orin tàbí ka ewi tí ó dá lórí pàtáki ìmötótó</p> <p>d. Še àpççrç àwôn tí ó ti lo ìlòkulò oògùn olóro pèlú àyôrisí rê.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>1. Pákò, búróosi àti ôsç ifôyín</p> <p>2. Àwòrán òmùtípara, wèrè/ asínwín</p> <p>3. Fíimù tó še àfihàn àtubótán ìlòkulò oògùn àti oògùn olóro.</p>
10.	<p><b>ÈDÈ:</b></p> <p>Àwôn ìsōrí òrō nínú èdè Yorùbá</p> <p><b>ÀKÓÓNÚ ÍŠÈ</b></p> <ul style="list-style-type: none"> <li>• Òrō-orúkô</li> <li>• Òrō-ìše</li> <li>• Òrō-aròpò orúkô</li> <li>• Òrō-aròpò afarajorúkô</li> <li>• Òrō-àpönlé</li> <li>• Òrō-atökùn</li> <li>• Òrō-àsopō</li> </ul>	<p><b>OLÙKÖ:</b></p> <p>a. Sô oríki ìsōrí òrō</p> <p>b. Še àlàyé bí a še lè dá ìsōrí òrō kōōkan mō nínú gbólòhùn.</p> <p>d. Kô àwôn ìsōrí òrō nàà sí ojù pátákó.</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tèti sí àlàyé olùkô</p> <p>b. Kô àwôn ìsōrí òrō tí olùkô kô sí ojù pátákó sínú iwé wôn</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>1. Ìwé girama òde òní</p> <p>2. Ìwé èdè-ìperí Yorùbá</p> <p>3. Àwòrán àtç aròpò-orúkô àti afarajorúkô</p>
11.	<p><b>ÀŠÁ:</b></p>	<p><b>OLÙKÖ:</b></p>

	<p>Àwôn òrìsà ilê Yorùbá</p> <p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>Àwôn òrìsà ilê Yorùbá:</p> <p>i. Òbàtálá</p> <p>ii. Òrúnmilá</p> <p>iii. Ògún</p> <p>iv. Èsù</p> <p>v. Šàngó</p> <p>vi. Egúngún</p>	<p>a. Še àlàyé lóri àwôn òrìsà gëgë bí asojú Olódúmarè:</p> <p>b. Šàlàyé kíkún nípa:</p> <p>ìgbàgbö</p> <p>oríkì</p> <p>olùsìn àti abôrê</p> <p>ìsìn (ojoojúmö, òsöösê, ôdôôdún)</p> <p>ohun èlò</p> <p>èèwö</p> <p>ìmúra/ asö abbl</p> <p>d. Kô àwôn öörö pàtàkì pàtàkì sí ojú pátákó</p> <p><b>AKĚKÖÖ:</b></p> <p>a. Tětí sí àlàyé olükö nípa àwôn òrìsà.</p> <p>b. Kô àwôn öörö tí olükö kô sí ojú pátákó sínú iwé</p> <p>d. kô ìparí àwôn öwe tí olükö kô sí ojú pátákó sí inú iwé wôn.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>a. Àwòrán ojúbö àti abôrê</p> <p>b. Àwôn ohun ètò fún ìsìn òrìsà b. a; aaja, kele Šàngó, ère òrìsà abbl</p>

12.	ÀTÚNYÉWÒ ÈKÖ	
13.	ÌDÁNWÒ	

YORÙBÁ SS 1 TÁÀMÙ KĒTA

ÕSĒ	ORÍ ÒRŌ/ ÀKÓÓNÚ	ÀMÚSĒ ISĒ
1	<p><b>ÀSÀ:</b> Oge Síse ní Ayé Àtijö àti Òde Òní</p> <p><b>ÀKÓÓNÚ ISĒ</b></p> <p>a. Pàtàkì oge síse</p> <p>b. Orísírísí ònà tí a n gbà sóge ní ayé àtijö.</p> <ul style="list-style-type: none"> <li>• Ara fínfín</li> <li>• Eyín pípa</li> <li>• Tìròò lílé</li> <li>• Làali/ osùn kíkùn</li> <li>• Irun dídì</li> <li>• Ilà kíkò àti bēē bēē lō</li> </ul> <p>d. Irun fifá: irun gígê, irun dídì, irun kíkó</p> <p>e. Bàtà wíwō lórísírísí</p> <p>ç. Ìyípadà tó dé bá àsà oge síse ní òde òní:</p> <ul style="list-style-type: none"> <li>• Ètè kíkùn</li> <li>• Irun díndín</li> <li>• Ihò méjì lílu sí etí kan</li> </ul>	<p><b>OLÙKŌ:</b></p> <p>a. Tō akèkōō sōnà nípa ìdí tí àwôn Yorùbá fi n sóge.</p> <p>b. Sē àfihàn ohun èlò oge síse</p> <p>d. Tō akèkōō sōnà láti dárúkò irúfē oge síse tí ó wà ní òde òní àti àlèébù tí ó wà ní bē bē fún òkùnrin àti obìnrin.</p> <p><b>AKÈKŌŌ:</b></p> <p>a. Sô ohun tí o ti sàkíyèsí nípa oge síse ní àwùjò àti ìdí pàtàkì tí àwôn èniyàn fi n sē oge.</p> <p>b. Sô irúfē oge síse tí wôn mō mō obìnrin sáájú ìdánìlèkōō</p> <p><b>OHUN-ÈLÒ ÌKŌNI:</b></p> <ul style="list-style-type: none"> <li>• Ohun èlò gidì tìròò, bēbē ìdí, ilèkê, làáli, osun, wīgì, lèèdì, èékánná</li> <li>• Àwòrán orísírísí irun dídì, irun gígé àti bēē bēē lō.</li> </ul>

	<ul style="list-style-type: none"> <li>• Imú lílu</li> <li>• Asó tó fara sílê</li> <li>• Bàtà gogoro àti bēê bēê lô</li> </ul>	
2.	<p><b>ÈDÈ:</b> Àròkò Ajçmō-Ìsípayá</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Kíkò àwôn ìlàná tí à n gbà kò àròkò ajçmō-ìsípayá</p> <p>b. Ìlapa èrò àròkò ajçmō-ìsípayá</p>	<p><b>OLÙKÒ:</b></p> <p>a. Še àpççrç ìlapa èrò àkòlé àròkò ajçmō-ìsípayá kan lójú pátákó ikōwé</p> <p>b. Mú kí akèkōō še ìlapa èrò àkòlé àròkò ajçmō-ìsípayá miíràn</p> <p>d. Tò akèkōō sònà láti kò àròkò nípa lílo àwôn ìlapa tí ç še ní kíláási.</p> <p>e. Yç isè akèkōō wò.</p> <p><b>AKÈKŌŌ:</b></p> <p>a. Kíyèsí àpççrç ìlapa èrò tí olùkò še dárádára, sì dà á kò sínú ìwé rç</p> <p>b. Še ìlapa èrò tirç miíràn</p> <p>d. Lo ìlapa méjèèjì tí ç še ní kíláási láti kò àròkò.</p> <p><b>OHUN-ÈLÒ ÌKŌNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ikōwé</li> </ul>
3.	<p><b>ÌWÉ KÍKÀ:</b> Àtupalê Ìwé Eré-Onítàn</p> <p><b><u>ÀKÓÓNÚ ISÈ</u></b></p> <p>a. Kókó òrō:</p>	<p><b>OLÙKÒ:</b></p> <p>a. Jè kí akèkōō ka ìwé eré-onítàn</p> <p>b. Šàlàyé ní kíkún lóri ijçyò àkóónú isè nínú ìwé eré-onítàn</p> <ul style="list-style-type: none"> <li>• Kókó òrō</li> </ul>

	<p>b. Àhunpō itàn</p> <p>d. Ibùdó itàn</p> <p>e. Édá itàn àti ifiwàwêdá</p> <p>ç. Ìlò èdè</p> <p>f. Ìjçyô àsà</p> <p>g. Àmúyç àti àléébù</p>	<ul style="list-style-type: none"> <li>• Àhunpō itàn</li> </ul> <p><b>AKÈKÖÖ:</b></p> <p>a. Ka ìwé eré-onítàn wá láti ilé àti nínú kíláási.</p> <p>b. Tètí sí sàlàyé olùkō</p> <p>d. Kō àwôn òrō tí olùkō kō sí ojú pátákó sínú iwé</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Ìwé eré-onítàn</li> </ul>
4.	<p><b>ÌSÖRÍ ÖRÖ:</b> Örō-orúkô</p> <p><b><u>ÀKÓÓNÚ ISË</u></b></p> <p>a. Oríki örō-orúkô</p> <p>b. Orísi örō-orúkô bí i: orúkô àdájè, orúkô àséékà, orúkô aláíseékà, orúkô afoyemō àti bēè bēè lô.</p>	<p><b>OLÜKÖ:</b></p> <p>a. Kō àpçççç àwôn örō tí à ñ pè ní örō-orúkô, örō-orúkô bí i ilé, igi, ojú, Ayō.</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tètí sí àlàyé olùkō lóri örō-orúkô</p> <p>b. Kō àwôn àpçççç tí olùkō kō sókè</p> <p>d. Pe àwôn örō náà bí olùkō sé pè é.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <p>Kō àwôn àpçççç ìsörí örō sí ojú pátákó/ kádiböödù</p>
5.	<p><b>ÈDÈ:</b> Ìhun gbólóhùn nínú àpólà-orúkô, àpólà-ìse, àpólà-atökùn</p> <p><b><u>ÀKÓÓNÚ ISË</u></b></p>	<p><b>OLÜKÖ:</b></p> <p>a. Àlàyé lóri orísirísi àpólà tí ó wà</p> <p>b. Fi isë àpólà hàn nínú gbólóhùn</p>



	<p>a. Ìhun àpólà</p> <p>b. Isè tí àpólà ń sè nínú gbólóhùn</p> <p>d. Àlàyé lórí orísi àpólà tí ó wà: àpólà-orúkô, àpólà-ìsè, àpólà-atökù</p>	<p>d. Sè àfihàn àpólà àti awè-gbólóhùn</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Fi àpólà gbólóhùn wé awè-gbólóhùn láti lè mô iyatò tó wà láàrin wôn</p> <p>b. Sè àpççrç àpólà orísírísi tí ó wà.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ikōwé</li> <li>• Kádíböödù tí ó ní àkôsílê àpólà òrò-orúkô, àpólà atökù, àpólà-ìsè.</li> </ul>
6.	<p><b>ÌSÖRÍ ÖRÖ:</b> Örö-Ìsè</p> <p><b>ÀKÓÓNÚ ISÈ:</b></p> <p>Ìsörí örö: örö-orúkô, örö-aröpò orúkô, örö-ìsè, örö-àpèjúwe, örö-atökù, örö-asopö</p>	<p><b>OLÜKÖ:</b></p> <p>Kô àpççrç àwôn örö tí ó wà lábè isörí örö kōōkan. Bí àpççrç:</p> <p>a. Örö-orúkô: ilé, igi, ojú, ayò, Akin, Adé.</p> <p>b. Örö-aröpò orúkô: mo, ó, a, mi, wa, wôn.</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Tètí sí àlàyé olükö lórí isörí örö kōōkan</p> <p>b. Kô àwôn àpççrç tí olükö kô sókè</p> <p>d. pe àwôn örö náà bí olükö sè pè é fún wôn</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ikōwé</li> <li>• Fídìò</li> <li>• Kádíböödù</li> </ul>
7.	<p><b>ÌSÖRÍ ÖRÖ:</b> Örö-Aröpò Orúkô</p>	<p><b>OLÜKÖ:</b></p>

	<p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>Õrõ-aröpò orúkô</p> <p>Õrõ-orúkô afarajorúkô</p>	<p>a. Kô àwôn òrõ aröpò orúkô sílê bí i: <b>a, mo, ç, wôn, yin, iwô</b> àti bēē bēē lô.</p> <p>b. Kíkô òrõ aröpò orúkô afarajorúkô sílê, <b>àwa, èmi, àwôn,êyin</b> ati bēē bēē lô.</p> <p>d. Kô ipò tí a ti lè lo ìkõõkan àpççrç ipò çni kìn-ín-ín çyô tàbí òpõ.</p> <p><b>AKĚKĚ:</b></p> <p>a. Ka àwôn òrõ aröpò orúkô àti ti afarajorúkô sílê.</p> <p>b. Gbìyànjú láti mô ipò çnikejì tàbí ìkëta çyô tàbí òpõ.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ìkõwé</li> <li>• Kádiböödù</li> </ul>
8.	<p><b>ÀWÔN ÊYÀ ARA FÚN ÌRÓ ÈDÈ PÍPÈ</b></p> <p><b><u>ÀKÓÓNÚ ISĚ</u></b></p> <p>a. Kín ni àfipè?</p> <p>b. Orísi àfipè tí ó wà</p> <p>d. Êyà ara àfipè àkànmölê àti àsúnsí</p> <p>e. Êyà ara àfipè tí a lè fi ojú rí àti èyí</p>	<p><b>OLÜKÖ:</b></p> <p>a. Mënuba àwôn êyà ara tí ó wà.</p> <p>b. Sô ní sókí nípa êyà ara yòókù kí o sì sálàyé lóri àwôn èyí tí à ñ lò fún pípe ìró.</p> <p>d. Pín àwôn êyà ara tí a fi ñ pe ìró náà sí ìsõrí wôn gëgë bí i; àfipè àsúnsí àti àfipè àkànmölê.</p> <p>e. Bákán náà ni olükö yòò sô nípa àwôn àfipè tí a lè fojú rí àti èyí tí a kò lè fojú rí .</p>

	<p>tí a kò lè fojú rí.</p>	<p><b>AKÈKÖÖ:</b></p> <p>a. Akèköö yòò kô ohun tí olùkô kô sójú pátákó sílê</p> <p>b. Yòò béèrè iyatô tí ó wà nínú àfipè àsúnsí àti àkànmölê, àfipè tí a lè fi ojú rí àti èyí tí a kò le fojú rí.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó iköwé</li> <li>• Kádíböödù</li> <li>• Àwòrán èniyàn tí ó fi àwôn ibi ipè ìró hàn.</li> </ul>
9.	<p><b>ÌWÉ KÍKÀ</b></p> <p><u><b>ÀKÓÓNÚ ÍSĚ</b></u></p> <p>a. Síse àtupalê iwé eré-onítàn</p> <p>b. Wíwá àsà àti íse ilê Yorùbá jáde nínú iwé náà.</p> <p>d. Síse àfihàn àwôn ilò èdè àti çwà èdè inú iwé náà.</p>	<p><b>OLÙKÖ:</b></p> <p>a. Olùkô yòò jê kí àwôn akèköö ka iwé eré-onítàn</p> <p>b. Sô díe nínú ilò èdè àti çwà èdè tí ó súyô</p> <p><b>AKÈKÖÖ:</b></p> <p>a. Àwôn akèköö yòò ní òye ohun tí itàn inú iwé dále.</p> <p>b. Wôn yòò lè dá çwà èdè mǒ</p> <p>d. Wôn yòò sì lè tōka sí àwôn àsà àti íse ilê Yorùbá.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó iköwé</li> <li>• Ìwé eré-onítàn tí a yàn</li> </ul>
10.	<p><b>ÊSÌN ÒDE ÒNÍ</b></p> <p><u><b>ÀKÓÓNÚ ÍSĚ</b></u></p> <p>a. Orísirísi êsìn tí a ní nílê Yorùbá –</p>	<p><b>OLÙKÖ:</b></p> <p>a. Sísô nípa êsìn àbáláyé</p> <p>b. Àwôn òrísà ilê Yorùbá àti bí a sé n bô wôn.</p> <p>d. Àwôn orísi êsìn tí a ní lóde òní.</p>

	<p>êsin àbáláyé</p> <p>b.Orísírísi êsin òde òní bí i Kírísítíèni, Mùsùlùmí, Êkákà, Gúrúmàraji, Búdà àti bēē bēē lô.</p> <p>d. Ònà ijösìn fún àwôn çlèsìn.</p>	<p><b>AKÈKÖÖ:</b></p> <p>a. Àdàkô ohun tí olùkô kô sójú pátákó.</p> <p>b. Mô àwôn ònà tí çlèsìn kōōkan n gbà jösìn.</p> <p>d. Bèèrè ibèèrè lórí ohun tí a kô.</p> <p><b>OHUN-ÈLÒ ÌKÖNI:</b></p> <ul style="list-style-type: none"> <li>• Pátákó ìkōwé</li> <li>• Àwòrán tí ó fi ilànà êsin kōōkan hàn.</li> </ul>
11.	<b>ÀTÚNYÈWÒ ÈKÖ</b>	
12.	<b>ÌDÁNWÒ</b>	

## SENIOR SECONDARY (TECHNOLOGY)

### TECHNICAL DRAWING

#### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>DRAWING MATERIALS AND EQUIPMENT</b></p> <p>Definition of Technical drawing, Identification and uses of drawing method and equipment e.g. protractor, compasses, set – squares, Tee – square, drawing board etc.</p>	<p>Teacher explains the term technical drawing.</p> <p>-Show and identify drawing materials and equipment e.g. Protractor, compasses, set – square drawing sheets. Etc</p> <p>-Demonstrates how these materials and instruments are used.</p> <p>Identify drawing materials and equipment</p> <p>-Use drawing materials and equipment to draw.</p> <p>Drawing Instrument.</p>

2	<p><b>BOARD PRACTICE</b> Technique of fixing drawing sheet to the drawing board, boarder line, title block and free hand lettering (lower and upper case letters).</p>	<p>-Demonstrates how to fix the drawing sheet to the board - Demonstrate the techniques of drawing boarder line and title block. -Demonstrate the techniques in lettering; e.g. Gothic, italic etc. Fixing drawing sheets to the board -Drawing bounder line and writing letters. Drawing board, tee – square, pencil and sharpeners.</p>
3	<p><b>SAFE WORKING HABITS</b> Safe use and care of drawing instruments and materials, clean habits, proper lighting and ventilation.</p>	<p>- Demonstrate safe handing of drawing instruments and materials e. g Board, Tee – square, Pencils etc. -Demonstrate healthful habits in the drawing studio, such as, (a) No horse play (b) No throwing of instruments, (Compasses and divides) Observe and practice self handling of drawing instruments and materials -Practice health habits in the drawing studio Drawing instruments, Videos chips, posters and charts.</p>
4	<p><b>LINES AND LINE WORK.</b> Types and uses of line (thin continuous line, thick continuous line, thin long – chain line, thick long drain line etc.) Drawing of parallel and unchained lines.</p>	<p>-Teacher displays types of lines and explains their uses e.g. (a) thin long chain line for center line (b) Thin continuous line for projection, construction and dimension line. (c) short dashes for hidden details -Draw types of line Construct parallels indeed lines using Tee – square and set square Tee – square drawing bound, set square straight edge, pair of compasses, pencil. etc</p>
5	<p><b>LINES AND LINE WORK</b> Bisection and division of lines</p>	<p>- Demonstrate how to bisect a given line - Demonstrate how to divide a given line into a number of equal parts. - Demonstrate how to draw a parallel line using a pair of compasses. Bashed a given line Pencils, paper compasses etc.</p>
6	<p><b>ANGLES AND</b></p>	<p>-Displays and describe types of angles</p>

	<p><b>TRIANGLES</b> Types of angles construction and division: (a) acute (b) obtuse (c) reflex etc.</p>	<p>- Demonstrate how to construction various types of angles using compasses. - Demonstrate how to bisect angles. Constitution angles acute, reflex, obtuse. Etc. Models, posters charts, drawing instruments and materials.</p>
7	<p><b>ANGLES AND TRIANGLES</b> Types of triangles and their construction such as:- isosceles, equilateral, scalene and right angled triangle.</p>	<p>-State types of triangles and demonstrate their construction. -construction of triangles when:- (a) given two sides and one angle (b) two angles and one side (c) three sides. Identify triangles -constitution triangles Models, charts posterns and drawing instruments.</p>
8	<p><b>CIRCLE AND TRIANGLES</b> Circle and its parts. e.g. chord, tangent, sector quadrant, radius etc.</p>	<p>-Describes the term circle and nits parts -using chart, illustrate eccentric and concentric circles. Draw a circle and label its parts. Drawing instruments and materials.</p>
9	<p><b>CIRCLE AND TRIANGLES</b> Inscription, circumscription and ascription of triangles</p>	<p>Describes the construction of (a) inscribed circle to a given triangle (b) circumscribed circle to a give triangle (c) ascribed circle to a given triangle inscribed, circumscribed and ascribed circles Drawing instrument and materials. Inscribed, circumscribed and ascribed circles Drawing instrument and materials.</p>
10	<p><b>QUADRILATERALS</b> Definition, types and properties e.g. square, rectangle kite, parallelogram etc.</p>	<p>-Explain properties and types of quadrilaterals</p>
11	<p><b>QUADRILATERALS</b> Construction of quadrilaterals e.g. square, rectangle, kite, parallelogram etc.</p>	<p>Demonstrate construction of various quadrilaterals. Participate in class discussion -construction different types of quadrilaterals. Pair of compasses, tee- square drawing bound, straight edge, models charts and</p>

		posters.
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

## TECHNICAL DRAWING

### SS 1 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>POLYGONS DEFINITION TYPES AND PROPERTIES</b> (a) Regular and triangular (b) Pentagon, hexagon heptagon etc.	-The Teacher explains the term polygon and their properties (regular and irregular) -Heptagon seven sides, hexagon – six etc Student Activity Participate activity in class discussion Teaching Materials Models, chants, pastes and drawing materials.
2	<b>POLYGONS</b> Construction of various types of polygons. Using different methods	-Demonstrates the construction of -avegular polygons using different methods e.g. (a) Square Method (b) circle Method (c) Diagonal Method etc. Construct polygons using different methods Models, Charts, posters and Drawing Instrument.
3	<b>SCALES AND ITS USES:-</b> construction of scales (plain and diagonal)	Explain the use and types of scales -illustrates the construction of scales -Explain how to road plain and diagonal scales -participate in the discussion -observe and construct plain and diagonal scales. -Read illustrated plain diagonal scales Scale, Drawing bound and tee – square.
4	<b>ENLARGEMENT AND REDUCTION</b> The concept and application of enlargement and reduction.	Explains the concept of enlargement and reduction of plane figure -explains the application of enlargement and reduction. Participate in class discussion Charts, posters and models
5	<b>ENLARGEMENT AND REDUCTION</b>	Demonstrates the conduction of reduction and enlargement of an object to a given ratio.

	Enlargement and reduction of regular and irregular plane figures:- in style, quadrilaterals polygons etc.	Carry out excise on enlargement and reduction of give figures Drawing board, tee square, fair of compasses charts, posters and models.
6	<b>EQUAL AREAS OF SIMILAR FIGURES</b>	Theorems of equal areas. E.g. triangles on the same base and between parallel line have equal areas -Explains the theorems of equal areas using triangles on the same base and between parallels have equal areas. Discuss theorems of equal areas Charts and posters
7	<b>EQUAL AREAS OF SIMILAR FIGURES</b>	Constitution plane figures of equal area e.g. triangles, quiche laterals and polygons Demonstrates the constriction of plane figures of equal areas Construct plane figures of equal areas Drawing instrument, charts, and posters.
8	<b>TANGENTS AND TANGENCY</b> Principles and application of Tangency. Construction of talents to :- (a) point on the circumference of the circle (b) two equal and unequal circles	The teacher explains the principles and application of tendency. Demonstrates the construction of tangents of arcs to straight line.
9	<b>TANGENTS AND TANGENCY</b> Construction of tangents involving arcs (internal and external)	Demonstrates the construction of tangents e.g. arcs touching internally and externally. Conspired tangents involving touching Internally and externally Drawing instruments and materials
10	Revision	Revision
11	Examination	Examination
12	Examination	Examination

## TECHNICAL DRAWING



## SS 1 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITY
1	<p><b>SPECIAL CURVES:-</b> Locus, definition (eclipse, cycloid, trochoids etc) Construction of special curves using different methods</p>	<p>Teacher defines; i) eclipse ii) cycloids iii) trochoids etc The teacher demonstrate various method of constructing special curves:- Participate actively in the definition of special curves Construct eclipse, cycloids and trochoids using different methods:- Models, chart, posters and drawing instrument.</p>
2	<p><b>TRUE LENGTH AND SURFACE</b> development:- -Meaning and applications of development -Determination of true lengths.</p>	<p>Explains development and its applications Demonstrates how to determine true lengths of full and truncated solids:- Discuss the meaning and application of development. Determine true lengths:- Models, charts, posters, drawing instrument, card board, pair of scissors/knife</p>
3	<p><b>TRUE LENGTHS AND SURFACE</b> development:- Surface developments of full and truncated solids, e.g. a) cones b) pyramids c) prisms d) cylinders etc.</p>	<p>Demonstrate the surface development of full and truncated solids using parallel lines, radial lines and triangulation method:- Develop the surface of full and truncated cones, pyramids and cylinders:- Drawing instrument</p>
4	<p><b>TRUE LENGTHS AND SURFACE</b> development:- Production of models of geometrical solids e.g. a) prisms b) cones c) cylinders etc</p>	<p>Demonstrates the methods of producing models of geometrical solids:- Develop models of geometrical solids:- Drawing instrument, card boards, pair of scissors/knife</p>
5	<b>METHODS OF</b>	Demonstration methods of placing dimensions

	<b>DIMENSIONING:-</b> i) circles ii) arcs iii) chamfers iv) vertical v) horizontal and angular shapes	on drawing e.g. i) datum and ii) chair dimensioning :- dimension drawing:- drawing instruments
6	<b>ISOMETRIC DRAWING :-</b> Concept of isometric drawing a) definition b) isometric axis c) three dimensional drawing etc.	Explains isometric axis and drawing,(30°):- Participate actively in class discussion:- Models, charts, posters, 30°/60° set square, drawing materials
7	<b>ISOMETRIC DRAWING :-</b> construction of isometric square, rectangle, and circle	Demonstrate the drawing of isometric square, using30°/60° set –square and drawing instrument :- Draw isometric squares, rectangle and circles:- Models, charts, posters, 30°/60° set-square drawing materials and instruments.
8	<b>ISOMETRIC DRAWING :-</b> Construction of simple blocks in isometric drawing	Demonstration of isometric circles and simple blocks Draw isometric block involving lines, arcs and circles:- Drawing instruments and materials.
9	<b>OBLIQUE DRAWING :-</b> Meaning of oblique drawing, oblique drawing of shaped and geometrical solids	Explain oblique drawing Demonstrate the drawing of shaped blocks and geometrical solids in oblique using a) cabinet and b) cavalier methods:- differentiate between isometric and oblique drawing draw shaped blocks and geometrical solids in oblique:- drawing instruments and materials.
10	<b>INTRODUCTION TO COMPUTER GRAPHICS:-</b> the use of computer in lettering and drawing	Demonstrate the use of computer for lettering, drawing lines, angles, planes figures, pictorial drawings, enlargement and reduction of figures:- The use of computer in lettering and drawing:- Corel draw and Harvard graphics

11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

## METAL WORK

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>General over view of metal work, overview of metal work</b>	<b>Teacher:</b> give a brief historical back ground of metal and explain a metal work as a profession to <b>students</b> . -define metal and state its importance.
2	<b>Career opportunities in metal work,</b> function of: a machinists fitters, fabricators, welders, engineers, etc.	<b>Teacher</b> -list various career in metal work such as welding, fitting, machining, fabricating, engineering. tell the students that they have various careers opportunities that as a metal work, he or she can be fitted into any of these careers. choices.
3	<b>Engineering materials,</b> definition of metals -difference between metal and non – metals.	<b>Teacher:</b> Different metal should be brought into the class to show to students and tell them the difference between metals. e.g. metal contain basically iron, while non metal contains little or iron in them.
4	<b>Types of metals</b> (1) <b>ferrous metal</b> e.g. - pig iron -steel -wrought iron -cast iron (2) <b>non- ferrous</b> e.g. - aluminum 2mc copper etc. (3) alloys	<b>Teacher:</b> Definition of metals, classification of metals into ferrous and non- ferrous metal. -present pieces of ferrous metal e.g. copper and steel piece and that of an alloy and tell them that two or more metal are combined for form an alloy.
5	<b>uses of metals,</b> uses of metals:- (1) for construction of vehicles, doors frames, structural member of building and bridge metals are as follows	<b>Teacher :</b> Pick different piece of metals and show them to students and explain where they can be used e.g. mild steel plate for the construction of doors, doors frame, contraction of bridge, construction of structural member in buildings.

	steel , cast iron, wrought iron etc.	construction of water tanks potentials; - cut a mild steel plate of (1.5× 100×100) mm and constant a prototype of a water tank.
6	<b>uses of ,metals</b> -non ferrous metals and alloy, aluminum, zinc, copper lead, tin. etc.	<b>Teacher:</b> use metal specimen in the class to show the students and ask them to identity different types of non- ferrous metals. list the metal and ask them to identity from the list of the ones you brought to the class, non ferrous, ferrous and alloys and group them. e.g. bronze and brass as an alloy, and define the alloys.
7	<b>properties of metals,</b> definition of metals physical properties of metal. mechanical properties chemical properties	<b>Teacher:</b> Tell the students that, the physical properties of metals are the characteristic of metals that can be obscene and measure. they are not acted upon by external force. e.g. color and density. Melting point electrical conductivity. Characteristic of metals which in being acted upon. it determines the range of usefulness of the metals. e. g. fusibility. this is conformed with the chemical composition and chemical reaction of metals e. g. matting, tempera ion and corrosion resistance
8	<b>Physical properties of metals,</b> ductility malleability hardness	<b>Teacher:</b> Pick a mild steel plate and use lack saw bleed to cut the metal to demonstrate the ability of metal to withstand, scratches, moers, abrasion or in dentition by harder bodies. Malleable metals should be homered, rolling.
9	<b>Production of metals,</b> production of metals type of metals. and their sources. steel, pig iron, iron ore, copper, cast iron, aluminum etc. method of extraction :- furans used for the production of metals	<b>Teacher:</b> show different types of metals to students and state their sources. -state methods of extracting of ore from the earth crust. explains the uses of the metals listed.

	- blast furnace.	
10	<b>production of metals,</b> Bessemer counter process -open heart furnace -reuerboratony formulae etc.	<b>Teacher:</b> Sketch different furnaces for students to seed explain the principle of operation for reach of the metal production e.g. steel and pig iron etc. mention the three basic meridian used for the manufacturing processes
11	<b>form of metals,</b> sheet, flat, plates, square, chorines section, round pipes u shape, angle shape etc.	<b>Teacher:</b> Introduce students to different form of metals presenting different forms of metals to them and state how those metals are melted before running the melts into different sizes and shape of mold. which can then be used for constructional purposes
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

## METAL WORK

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Description of workshop and work workshop layout,</b> General layout of typical metal workshop	Take the students to the work shop to see and ask them to draw a typical metal workshops layout. –use their word to define a metal workshop. -Describe the metal workshop in their words.
2	<b>Potential sources of accidents in the work shop and preventions,</b> sources of accidents in a metal workshop. -clothing -fine, electrical tithing's	Identity various sources of accident in metals workshop . -Ask students to identity three sources of accidents in metals workshop. List five safety precautions in

	<ul style="list-style-type: none"> <li>-hot metals</li> <li>-sharp object.</li> <li>-lighting of heavy load.</li> <li>-carelessness.</li> <li>-machine tools obstruction left on floors and inflammable materials.</li> </ul> <p>(2) list various safety prevention in the metals workshop.</p>	metals workshop.
3	<p><b>Accidents in metal workshop</b>  Definition of accident, causes of accident;- carelessness, fatigue wears.</p>	Define accident and mention types of accidents in metal workshop (1) electrical and mechanical accidents and state their causes. State the prevention measures.
4	<p><b>Workshop safety wears and equipments</b>  -overall,  -safety boot,  -hand gloves  -plain goggles and welding shield etc.</p>	Safety wears are used to prevent the body, foot hands, eyes from accidents
	<p><b>Equipments</b>  -fire extinguishers,  -fire alarm  - sand buckets</p>	The equipments are used to prevent, overcome accident in the metal workshops e.g. to overcome a fire outbreak in the workshop fire extinguisher are used etc. – show the student how to use fire extinguishers to fight fire outbreak in the workshop
5	<p><b>Metal workshop general safety rules and precautions</b>  -safety rules on the use of machine tools  -safety rules on the use of hand tools.  Safety rules when using fitters benches</p>	State precaution on the use of machine tools -state precautions to be observed when using hand tools -state rule on the use of fitters benches
6	<p><b>Types of hand tools and equipment.</b>  Classification of hand tools  -machine tools</p>	Show the hand tools, machine tools and equipments. Define: hand tools, machine tools, equipments -classify them accordingly.

7	<b>Type of hand tools</b> Hand tools: <b>-measuring tools</b> 1. steel rule 2. flexible metal tape 3. calipers 4. calipers 5. verniers calipers 6. protractors etc	Presents these hand tools and show them how they are used for measurement in the workshop 2. Define measurement.
8	<b>Marking out tools</b> <b>-scribers, try square</b> -center punch-surface plate -marking out table etc.	Measure a piece of metal 100×100mm -use a try square and scantier to scratch the live on the workshop placed on the marking out table and use a surface plate as a reference plate for flatness demonstration.
9	<b>Cutting tools</b> -hack saw -chisels -files, -scrapers -taps and die	Explain these as metal removal tools -tools used for reducing metals to the shape and sizes
10	<b>Driving tools</b> -hammers -mallets -screw driver and spanners. Maintenance of metal work tools and equipment Definition of maintenance/needs for maintenance. I Types of maintenance ii Maintenance of metal work tools and equipment.	Explain how these tools are used for driving connectors into structural member. Define maintenance as provincial treatment, care or attention given to machine, equipment and tools in order to prolong its life span. -write down the(3) three types of maintenance and explain them e.g. preventive corrective and predictive maintenance
11	Revision	Revision
12	Examination	Examination

## METAL WORK

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>machine tool, (1)</b> Definition of machine	Define machine tools and show the students the machine tools in the workshop and state their

	<p>tool</p> <p>(2) Function of machine tools.</p> <p>(3) Classification of tools</p> <p><b>TYPE OF MACHINE TOOLS:</b></p> <p>Power hack saws, centre lathe, grinding machine, hoping machine, milling machine, planning machine, sloshing machine etc.</p>	<p>functions.</p> <p>Classify these tools according to purpose and uses</p> <p>-according to the type of cutting agent used.</p> <p>-according to the type of surfaces produced.</p> <p>e.g. shaping, milling, planning, grinding, slotting etc.</p>
2	<p><b>Drills and trilling machine,</b></p> <p>-The drill press</p> <p>-principal parts of the drill press</p> <p>-size and capacity of drill press.</p> <p>Reaming</p> <p>-Type of drilling machine</p> <p>-sensitive- pillar and radial.</p>	<p>Introduce the students to the drill press and show them the principal part of the drill press and ask the students to draw and name its principal parts.</p> <p>-Explain how the size of the drill press is determined.</p> <p>-Differentiate between drilling and reaming.</p> <p>Introduce types of the drilling machines to their uses.</p>
3	<p><b>Types of drilling machine,</b></p> <p>:-sensitive drilling machine, industrial</p> <p>(i)Upright (ii)quarry</p> <p>(iv)Radial (v) multiple drill heads (vi) Turret drilling machine.</p>	<p>Present sheet of metals to students and show them how to originate rules on the work piece</p> <p>Explain the difference between drilling and reaming operations.</p>
4	<p><b>Drills,</b></p> <p>-part of drills</p> <p>-drill size.</p>	<p>Present a drill to students and Define the parts of drills. Choice of drills depend on the type of work to be drilled.</p> <p>-Size are Define in terms of letters and Numbers and the shanks.</p>
5	<p><b>Drill breakage and their causes,</b></p> <p>Farming, collant, wrong</p> <p>Fixing of drills in the drill fan.</p>	<p>Fixe a drill in the drill fairs and ask students to carry cent the drilling operation and explains the causes of drill breakage. Then use a reamer to expand the already drilled role.</p>
6	<p><b>Type of Drills,</b></p> <p>-straight shank drill,</p> <p>-carbide tipped die drill</p> <p>-sub land drill etc.</p>	<p>Presents all these drill to students in the workshop</p> <p>And ask them to identify the type of drills.</p> <p>-Fix in the drill check and tell them to carry out the drilling operations</p>



7	<b>Drilling operations,</b> counting boring and counter sinking	Show the students how to bore a hole on solid metal.
8	<b>Cutting speed and feeds for drilling,</b> calculation of RMP, cutting speed and cutting feeds	State the formula on the white board for calculating :- cutting speed, feeds and RPM. And state the type of fluid used
9	<b>Reamers ,</b> classification of reamers -machine reamers -hand reamers and reaming practical.	Classification of reamers e.g. machine and hand reamers -carry out a reaming practical on an already originating piece
10	<b>Grinding machine,</b> -definition and function of grinding machine Grinding machine and Grinding wheels	Demonstrate the operation of grinding a work piece on the fitters bench.  Set up the grinding wheel on the grinding machine -Demonstrate the grinding operation on a given work piece and ask students to do same.
11	Revision	Revision
12	Examination	Examination

## BASIC ELECTRICITY

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>STRUCTURE OF MATTER</b>  Definition of matter, atom, electron, and electric circuit.	The teacher uses diagram and model of atomic structure to explain.
2	<b>CONDUCTORS AND INSULATORS.</b>  1. Definition of conductors and insulators. 2. The differences between conductors and insulators, with examples of each. 3. Uses of conductors and insulators.	The teacher displays samples of conductors and insulators, e.g copper wire, aluminium, steel, wood, rubber, glass, etc
3	<b>OHM'S LAW</b>  • Ohm's law.	The teacher performs experiments to determine ohm's law using power

	<ul style="list-style-type: none"> <li>The mathematical relationship between current, voltage, and resistance using the mathematical relationships.</li> </ul>	supply unit, ammeter, and voltmeter.
4	<b>ELECTRIC POWER</b> <ol style="list-style-type: none"> <li>Definition of electric power, symbol and unit of measurement.</li> <li>The relationship between power, voltage and current; <math>P=VI</math>.</li> <li>State the other formula for finding power; <math>P=I^2R</math>. <math>P=V^2/R</math></li> </ol>	Teacher will calculate electric power in a given circuit using $P=VI$ .
5	<b>ELECTRIC POWER</b> <ol style="list-style-type: none"> <li>The other formulae for calculating electric power.</li> <li>Calculation of power dissipated in circuits using the formulae.</li> <li>Relate power to work and energy.</li> <li>Calculation of energy in KWH.</li> </ol>	Perform an experiment to verify Joules law.
6	<b>RESISTORS</b> <ol style="list-style-type: none"> <li>The different electrical circuit components and their symbols.</li> <li>Identification and definition of resistor.</li> <li>The circuit symbols of resistors (fixed and variable)</li> </ol>	Identify various electric circuit components.
7	<b>RESISTOR COLOR CODING AND APPLICATION OF RESISTORS.</b> <ol style="list-style-type: none"> <li>Resistor color code table</li> <li>Calculation of resistance using color code table</li> <li>Uses of resistors.</li> </ol>	Draw the color code table, calculate the value of a given color coded resistor, determine the color code of a given value of resistance.
8	<b>CAPACITORS</b> <ol style="list-style-type: none"> <li>Definition of capacitor</li> <li>Types of capacitors</li> <li>Circuit symbols and application</li> </ol>	Display various types of capacitors, guide in the discussion on the uses of capacitors.
9	<b>CAPACITOR COLOR CODING.</b> <p>-Capacitor color code table.</p> <p>-Calculation of capacitance values using the</p>	Draw the color code table, calculate values of a given capacitor from its color code.

	color code.	
10	<b>INDUCTORS</b> <ul style="list-style-type: none"> <li>• Identification and definition of inductors.</li> <li>• Circuit symbol of inductors—air and code</li> <li>• Uses of inductors.</li> </ul>	Display various types of inductors, make a simple inductor.
11	Practical	Practical
12-13	General Revision	General Revision
14	Examination	Examination

## BASIC ELECTRICITY

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>RESISTANCE</b> <ul style="list-style-type: none"> <li>-Definition of resistance</li> <li>-Connection of resistors in series</li> <li>-Connection of resistors in parallel</li> <li>-Connection of resistors in series-parallel</li> </ul>	Demonstrate different connection of resistors, compute values of voltage across current flowing, and total resistance for each connection type.
2	<b>RESISTIVITY AND CONDUCTIVITY</b> <ul style="list-style-type: none"> <li>-Definition of resistivity and conductivity, symbols and units.</li> <li>-Verification of resistivity and conductivity by experiments.</li> </ul>	Carry out experiment to demonstrate resistivity and conductivity
3	<b>CAPACITANCE</b> <ul style="list-style-type: none"> <li>• Definition of capacitance, unit and</li> </ul>	Illustrate different connection of capacitors, demonstrate the

	<p>symbol.</p> <ul style="list-style-type: none"> <li>• Connection of capacitance in series, parallel and series-parallel.</li> </ul>	different connections of capacitors.
4	<p><b>INDUCTANCE</b></p> <ol style="list-style-type: none"> <li>1. Definition of inductance, unit and symbol</li> <li>2. Connection of inductors in series, parallel and series-parallel.</li> </ol>	Illustrate different connection of inductors, demonstrate different connection of inductors.
5	<p><b>REACTANCE AND IMPEDANCE</b></p> <ul style="list-style-type: none"> <li>. Definition of capacitive</li> <li>. Definition of inductive reactance</li> <li>. Definition of impedance</li> </ul>	Interrelate impedance with inductive capacitive reactance.
6	<p><b>ALTERNATING CURRENT TERMINOLOGIES</b></p> <ul style="list-style-type: none"> <li>-Explanation of term associated with alternating current e.g. peak value, RMS and average.</li> <li>-Waveforms of alternating currents</li> <li>-Calculation of RMS values from peak values.</li> </ul>	Draw AC waveform and indicate the position of the related term, produce experimentally alternating current waveform.
7	<p><b>KIRCHHOFF'S CURRENT LAW</b></p> <ul style="list-style-type: none"> <li>-Kirchhoff's current law.</li> <li>-Application of Kirchhoff's current law to solve simple network equations.</li> </ul>	Carry out experiment to verify Kirchhoff's current law.
8	<p><b>KIRCHHOFF'S VOLTAGE LAW</b></p> <ul style="list-style-type: none"> <li>-Kirchhoff's voltage law</li> <li>-Application of Kirchhoff's voltage law to solve simple network equation.</li> </ul>	Carry out experiment to verify Kirchhoff's voltage law.
9	<p><b>MAGNETS</b></p> <ul style="list-style-type: none"> <li>-Origin of magnets.</li> <li>-Description of magnets.</li> <li>-Properties of magnets.</li> </ul>	Demonstrate the drawing of magnetic lines of flux.

10	<b>MAGNETS</b> -Characteristics of magnets -Application of magnets Utilization of magnets to generate EMF.	Use magnets to generate EMF, calculate the distance between the poles of a magnet.
11	Revision	Revision
12-13	General Revision	General Revision
14	Examination	Examination

## BASIC ELECTRICITY

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ELECTRO-MAGNETISM</b> -Concept of electromagnetism  Faraday's laws of electromagnetism.	Demonstrate Faraday's law using finger and a conductor.
2	<b>ELECTROMAGNETISM</b> -Lenz's law of electromagnetism induction.  -Application of electromagnetism	Verify the laws of electromagnetic induction by experiments, produce a prototype of a motor using an electromagnet.
3	<b>TRANSFORMERS</b> -Definition of transformer  -Classification of transformers  -Operational principles of transformers.	Illustrate the operational principles of transformers.
4	<b>TRANSFORMERS</b>  Constructional features of transformer.	Produce a working prototype of a transformer.

5	<p><b>TRANSFORMERS</b></p> <ul style="list-style-type: none"> <li>-Transformer efficiency</li> <li>-Transformer loss</li> </ul> <p>Application of transformers.</p>	<p>Compute transformer turn ratio, carry out stepping down, and stepping up of transformers.</p>
6	<p><b>POWER SUPPLIES</b></p> <ul style="list-style-type: none"> <li>-Definition of power supply</li> <li>-Component parts of power supply unit.</li> </ul> <p>Functions of power supply unit.</p>	<p>Demonstrate the use of DC power supply.</p>
7	<p><b>CONVERTERS</b></p> <ul style="list-style-type: none"> <li>-Definition of converter</li> <li>-Types of converter</li> </ul>	<p>Illustrate various types of converters.</p>
8	<p><b>INVERTERS</b></p> <ul style="list-style-type: none"> <li>-Definition of inverters</li> <li>-Function of inverter.</li> <li>-Differences between inverters and converters.</li> </ul>	<p>Demonstrate the use of inverter.</p>
9	<p><b>RECTIFICATION</b></p> <ul style="list-style-type: none"> <li>-Definition of rectification.</li> <li>-AC to DC rectification.</li> <li>-Types of rectifier circuit</li> </ul>	<p>Draw the diagram of various rectifier circuits.</p>
10	<p><b>FILTRATION</b></p> <ul style="list-style-type: none"> <li>-Definition of filtration</li> <li>-Types of filter circuits</li> <li>-Uses of filters.</li> </ul>	<p>Conduct experiment to demonstrate the operations of rectifier/filter circuits.</p>

11	Revision	Revision
12-13	Revision	Revision
14	Examination	Examination

## BASIC ELECTRONICS

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ELECTRIC CURRENT</b> Structure of atom	Teachers explain the structure of atom. Students draw the structure of atom chart showing structure of an atom.
2	<b>CONDUCTORS AND INSULATORS</b>	Teacher; defines and explains conductors and insulators. List examples of conductors and insulators.  Students; draw the structure of an atom in conductors and insulators.  2. Distinguish between conductors and insulators, participate in class discussion.  <b>Instructional Materials;</b> Copper, wire, pieces of wood or rubber.
3	<b>APPLICATION OF CONDUCTORS AND INSULATORS.</b>	Teacher leads the discussion on various uses of conductors and insulators. Students identify various objects made of conductors and insulators or charts showing materials made of insulators and conductors.
4	<b>ELECTRIC CURRENT</b> Direct and alternating current.	Teacher; defines and explain with relevant diagrams, direct and alternating current (AcaDc). Students to distinguish between asking and answering question .  <b>Instructional Materials;</b> Dry cells, battery charts showing various sources of

		alternating current.
5	<b>ELECTRIC CURRENT</b> Differences between current (D.C) and alternating current	Teacher; guides the students to distinguish between direct and alternating current.  Students; state the difference between direct and alternating current.  <b>Instructional Materials;</b> dry cells, batter, charts, showing various sources of alternating current.
6	<b>ELECTRIC CURRENT</b> Sources of direct and alternating current.	Teacher; explains sources of direct and alternating current.  Students; mention two sources of alternating current.  <b>Instructional Materials;</b> Dry cells, battery, charts, showing various sources of alternating current.
7	<b>RELATIONSHIP BETWEEN VOLTAGE CURRENT AND RESISTANCE.</b>  Current, voltage, and resistance	Teacher; defines and explains current, voltage and resistance. Students; define current voltage and resistance.
8	<b>RELATIONSHIP BETWEEN VOLTAGE, CURRENT AND RESISTANCE</b>  Measurement of voltage, current and resistance.	Teacher; state units, symbols, and instruments for measuring voltage, current, and resistance. Demonstrates using instrument to measure voltage, current and resistance (practical).  Students; to measure current, voltage and resistance.  <b>Instructional Materials;</b> resistors, resistor boxes, connecting wires, circuit boards, dry cells, ammeter, ohmmeter, and voltmeter.



9	<p><b>RELATIONSHIP BETWEEN VOLTAGE CURRENT AND RESISTANCE</b></p> <p>Ohm's law</p> <p>Definition of ohm's law.</p> <p>Mathematical expression for ohm's law.</p>	<p>Teacher; states and explains ohm's law.</p> <p>Students; state ohm's law. State the mathematical expression for ohm's law.</p> <p><b>Instructional Materials;</b> calculator, charts on ohm's law.</p>
10	<p><b>RELATIONSHIP BETWEEN VOLTAGE, CURRENT, AND RESISTANCE</b></p> <p>Simple experiment to determine ohm's law</p>	<p>Teacher; performs an experiment to demonstrate ohm's law.</p> <p>Students; perform experiment on ohm's law. Take readings and draw graph to determine voltage, current and resistance.</p> <p><b>Instructional Materials;</b> resistors, resistor boxes or variables resistors, connecting wires, dry cells, ammeter, ohmmeter, and voltmeter, graph sheet and calculator.</p>
11	<p><b>RELATIONSHIP BETWEEN VOLTAGE, RESISTANCE AND CURRENT</b></p> <p>Simple calculation of current, voltage and resistance in a given circuit.</p>	<p>Teacher; calculates current, voltage and resistance in a given circuit.</p> <p>Students; calculate voltage in a circuit where current of 5A flows and the circuit resistance is 10 ohms</p> <p><b>Instructional Materials;</b> calculators, circuit diagrams.</p>
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

## BASIC ELECTRONICS

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ELECTRIC POWER</b> Concept of electric power	Teacher; defines and explains electric power.
2	<b>ELECTRIC POWER</b> Relationship between power, current and voltage.	Teacher; states the relationship between power, current and voltage ( $P=IV$ ).  Students; state the formula for finding power. Calculate power in given circuit.  <b>Instructional Materials;</b> Calculator, charts containing power formulas.
3	<b>ELECTRIC POWER</b> Deriving power for electric power, and calculation of power in given circuits.	Teacher; derives other formula for finding power. E.g $P=I^2 R$ , etc, units.  Students; calculate power in given circuits. E.g. calculate power expended in a circuit of voltage 240V and current 10 Amps. Calculator, chart containing power formulas.  Teacher; calculate power in given circuits.  Students; calculates power in given circuits.  <b>Instructional Materials;</b> Calculator, charts containing power formulas, circuit diagrams.
4	<b>CIRCUIT COMPONENTS</b> Concept of resistors.  Symbols, sign and unit of resistance.	Teacher explains the concepts of resistors, types of resistors.  Students listen attentively.

		<p>Identify various types of resistors.</p> <p><b>Instructional Materials;</b> Assorted resistors. Draw symbols and sign of resistance.</p>
5	<p><b>CIRCUIT COMPONENTS</b></p> <p>Resistance colour coding and rating. Calculation of resistance.</p>	<p>Teacher; explains resistors, colour coding and rating. Calculate resistance from resistor colour coding.</p> <p>Students; calculate value of resistance from given resistor colour codes.</p> <p><b>Instructional Materials;</b> Assorted resistors, charts showing resistor colour codes.</p>
6	<p><b>CIRCUIT COMPONENTS</b></p> <p>Capacitors and inductors.</p>	<p>Teacher; explains capacitors and inductors. Students state the types of capacitors and inductors. Draw the symbols and signs of capacitors and inductors.</p> <p><b>Instructional Materials;</b> Assorted capacitors and inductors.</p>
7	<p><b>CAPACITOR COLOUR CODING AND CALCULATION.</b></p> <p><b>INDUCTOR CALCULATION</b></p>	<p>Teacher; explains capacitors colour coding and rating, inductor rating. Calculation of capacitors in series, parallel and series parallel. Calculation of inductors in series, parallel and series- parallel. Students assisted to calculate values for capacitance and inductance.</p> <p><b>Instructional Materials;</b> Assorted capacitor, inductors circuit diagram.</p>
8	<p><b>ELECTRIC CIRCUIT</b></p>	<p>Teacher; explains electric circuit,</p>

	ELECTRIC CIRCUIT- BASIC COMPONENTS OF ELECTRIC CIRCUIT. (RESISTANCE, VOLTAGE AND CURRENT).	different circuit boards, (e.g. veroboard, printed circuit board (PCB). Students; identify electric circuit, and different types of circuit board. Identify basic components of electric circuit.  <b>Instructional Materials;</b> Different circuit boards, circuit diagrams.
9	<b>ELECTRIC CIRCUIT</b>  CIRCUIT ARRANGEMENT  i) Series, ii) Parallel, and iii) Series- parallel. Wiring of the different circuit arrangements.	Teacher; explains each circuit arrangement. Students; identify the three circuit arrangements. Carryout practical wiring of different circuit arrangement.  <b>Instructional Materials;</b> Assorted resistors, cells, connecting wires, circuit boards, voltmeter, Ammeter, Ohmmeter, etc.
10	<b>SIMPLE CALCULATION ON CIRCUIT ARRANGEMENT.</b>  i) Calculation involving series arrangement. ii) Calculation involving parallel arrangement. iii) Calculation involving series parallel.	Teacher; performs simple calculations for different circuit arrangements. Students calculate resistance in series, parallel, and series-parallel arrangement.  <b>Instructional Materials;</b> Charts showing different circuit arrangements.
11	Revision	Revision
12	Examination	Examination

## BASIC ELECTRONICS

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>MAGNETS AND MAGNETIC FIELD</b></p> <ul style="list-style-type: none"> <li>- Definition of terms, magnetism, magnetic poles, magnetic field and magnetic materials.</li> <li>- Temporary and permanent magnets.</li> </ul>	<p>Teacher; explains the meaning of the following terms;</p> <ul style="list-style-type: none"> <li>• Magnetism</li> <li>• Magnetic poles</li> <li>• Magnetic field</li> <li>• Magnetic materials.</li> </ul> <p>Students participate in class discussion.</p> <p><b>Instructional Materials;</b> Magnetic materials.</p>
2	<p><b>MAGNETIC AND MAGNETIC FIELD</b></p> <p>Temporary and permanent magnets.</p> <p>Differentiate between temporary and permanent magnets.</p>	<p>Teacher leads discussion on the differences between permanent and temporary magnets.</p> <p><b>Instructional Materials;</b> Bar magnets, iron fillings, zip drive, magnetic tapes, floppy disk.</p>
3	<p><b>MAGNETS AND MAGNETIC FIELD</b></p> <p>The law of attraction and repulsion.</p>	<p>Teacher explains the laws of attraction and repulsion.</p> <p>Directs students to state the law of attraction and repulsion.</p> <p>Students to demonstrate law of attraction and repulsion using two bar magnets, and iron fillings.</p> <p><b>Instructional Materials;</b> Bar magnets, iron filling, etc.</p>
4	<p><b>MAGNETS AND MAGNETISM</b></p> <p>Application of magnetism (zip-disk, floppy disk, hard disk, etc).</p>	<p>Teacher states the application of magnetism. Students identify application areas of magnetism (appliances and equipments).</p> <p><b>Instructional Materials;</b> Appliance and equipments.</p>

5	<p><b>MAGNETS AND MAGNETISM</b></p> <p>Demonstration of law of attraction and repulsion.</p>	<p>Teacher to guide students on demonstration of laws of attraction and repulsion.</p> <p><b>Instructional Materials</b> Bar magnets, iron filling.</p>
6	<p><b>ELECTRO-MAGNETISM</b></p> <p>Explanation of terms;</p> <p>1 Electric field.</p> <p>2 Electro-magnet.</p> <p>3 Electro-magnetism</p> <p>4 Inductance.</p>	<p>Teacher explain the terms; electric field, electro-magnet, electro-magnetism, inductance.</p> <p>Students define terms; electric field, electro-magnet, electro-magnetism.</p> <p><b>Instructional Materials</b> Charts showing electro-magnetism diagrams.</p>
7	<p>Application of electro-magnetism (e.g. electric bell, relay transformer, etc).</p> <p>Construction of any of the following, (electric bells, relays, and transformer).</p>	<p>Teacher explains application areas of electro-magnetism. Students list the applications of magnetism chart showing application areas of electro-magnetism.</p> <p>Teacher shows the construction of electric bells, relays, transformer etc. students practice the construction of an electric bell, relay and transformer.</p>
8	<p><b>ELECTRIC EMISSION</b></p> <p>Concepts of thermionic emission, photo electric emission, secondary and field emission.</p>	<p>Teacher explains the different types of electron emission. Students listen attentively.</p> <p><b>Instructional Materials;</b> Pictures showing the different types of emission.</p>

9	<p><b>ELECTRIC EMISSION</b></p> <p>Application of electronic emission. Differences between the types of electron emission.</p>	<p>Teacher discusses the application of electron emission. The different types of electron emission.</p> <p>Students differentiate the four types of electron emission. <b>Instructional Materials;</b> Different types of thermionic valves, charts, software.</p>
10	<p><b>SEMI-CONDUCTORS</b></p> <p>Concept of semi-conductor, semi-conductor materials (silicon germanium etc)</p> <p>Doping of semi-conductor material. Formation of</p>	<p>Teacher explains the concept of semi- conductor, guides the students to identify semi-conductor materials, explains how doping of semi-conductor is achieved.</p> <p>Students participate in class, ask and answer questions.</p> <p>Explain concept of semi-conductor.</p> <p>List the types of semi-conductor.</p> <p>Explain how doping of semi-conductor is achieved.</p> <p><b>Instructional Materials;</b> Pictures of semi-conductor materials, software.</p>
11	<p><b>SEMI-CONDUCTORS.</b></p> <p>Forward and reverse bias of semi-conductors. Concepts and principle of operation of diode (forward and reverse bias).</p> <p>Types of diodes and rating.</p> <p>Identification of the following;</p> <p>i) P-N junction diodes.</p>	<p>Teacher discusses the process the process of P-type and N-type semi-conductor.</p> <p>Explain the forward and reverse biasing of semi- conductor.</p> <p>Students explain the process of formation of P-type and N-type semi-conductor.</p>

	ii) Zeior diodes, tunnel diodes, light emitting diodes (LED diodes).	<p>Explain the forward and reverse biasing of semi-conductor.</p> <p><b>Instructional Materials;</b> Picture of semi-conductor materials, software.</p>
12	<p>Voltage, current and power rating of diode. Application of diodes (rectification, detection and instrument protection).</p> <p>Construction of simple circuit using semi-conductive diodes.</p>	<p>Teacher explains the concept of diodes. Guide students to differentiate the types of diodes. Directs discussion on the operational principles of semi-conductor diodes. Explain the rating of diode.</p> <p>States the application of the different types of diodes.</p> <p>Constructs simple circuits using semi-conductor diodes.</p> <p>Assorted kinds of semi-conductor diodes, chart containing pictures of different diodes.</p> <p><b>Instructional Materials;</b> Software on semi-conductor diodes.</p>
13	Revision	Revision
14	Examination	Examination



## AUTO MECHANIC WORK

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>SAFETY</b></p> <p>Definition of safety.</p> <p>Definition of workshop</p> <p>Meaning and causes of workshop accidents.</p> <p>Accident prevention techniques.</p>	<p>Define safety, and workshop.</p> <p>Explain the causes of workshop accident.</p> <p>Students participate actively in class discussion.</p> <p>Charts and posters showing workshop and accident pictures.</p>
2	<p><b>SAFETY</b>; accidents prevention techniques.</p>	<p>Explain what accident is, emphasize different ways of preventing accidents- (safety rules and regulations. Students contribute by mentioning other ways of preventing accidents.</p> <p>Charts and posters, magnetic marker board.</p>
3	<p><b>SAFETY</b></p>	<p>Explain safety devices and their applications. Students participate in mentioning other safety devices.</p> <p>Safety devices; fire extinguisher, sand, bullats.</p>
4	<p><b>HAND TOOLS/MAINTENANCE</b></p> <p>Definition of a hand tool.</p> <p>Types and uses of hand tools (measuring, cutting, boring, bench, and golding tools).</p>	<p>Define hand tool, sketch and explain hand tools, types and uses. Students observe hand tools, sketch hand tools, state uses of hand tools.</p> <p>Hand tools, charts and posters, soft ware of hand tools, projector.</p>
5	<p><b>HAND TOOLS/MAINTENANCE</b></p> <p>Hand tools maintenance care</p>	<p>Teacher explain how to maintain hand tools.</p> <p>Students state and explain how to</p>

	in handling hand tools.	maintain hand tools.  Hand tools, cleaning and maintaining items.
6	<b>WORKSHOP EQUIPMENTS AND MAINTENANCE</b>  Definition of equipments.  Types and uses, e.g compressor, battery charger, wheel balancing and alignment gauge.	Sketch, define and explain types of equipments.  Students observe and sketch equipments.  Equipment chart and posters, equipment soft wares.
7	<b>MAINTENANCE OF EQUIPMENTS</b>  Equipment maintenance  Types of maintenance  Importance of maintenance.	Explain how to maintain equipments, state and explain types of maintenance, explain importance of maintenance. Students explain how an equipment can be maintained. Equipment soft-ware.
8	<b>THE CHASSIS</b>  Explanation of chassis,  Types of motor vehicle chassis.	Teacher introduces students to vehicle layout, explain types of chassis.  Students identify the vehicle layout.  Sketch of chassis layout, lesson plan, posters, charts, types of chassis layout models.
9	<b>THE CHASSIS</b>  Principle components of motor vehicle; identification of engine, transmission system, chassis members, breaking system, suspension system as are mounted on the chassis, diagrammatical illustrations.	Teacher lists the main components, such as engine, gearbox, clutch, chassis rear axle, wad wheels and vehicle body.  Students inspect types of vehicle chassis and various components stated, identify the various components.  Various components of chassis layout.
10	<b>THE CHASSIS</b>	Teacher explains the functions and uses

	Functions of each principal components and uses.	of the chassis components. Students participate in the discussion and explain the importance of various components.  Chassis assembly with various components, charts showing the assembly.
11	<b>ENGINE</b> Types of engine design	Teacher explains the types of engine design, e.g single cylinder, multi cylinder, inline and V-engine designs.
12	<b>ENGINE</b> Identification of main components of engine	Teacher lists main components of engine, lists parts of engine, shows and explain sketches of engine, showing details, and explains the importance of various components. Students visit a workshop to observe the various components of engines.  Complete engine chart and posters.
13	Revision	Revision
14	Examination	Examination

## AUTO MECHANIC WORK

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>TYPES OF ENGINE</b> Line diagrams of multi cylinder engines and explanation.	Teacher draws and explain line diagram of multi-cylinder engine. Students participate in the discussion.  Resources; Engine block of a multi-cylinder engine.  Charts and posters.
2	<b>TYPES OF ENGINE</b> Types of cylinder liners e.g	Teacher illustrates and explains types of cylinder liners.  Differentiate between types of liners and

	dry and wet. Constructional details of cylinder liners.	state the advantages and disadvantages. Students identify different cylinder liners, and explain their differences.
3	<b>TRANSMISSION SYSTEM</b> Transmission system layout (the engine, clutch, gearbox, universal joint, propeller shaft, rear axle and half shafts.	Teacher sketch and display the layout of transmission system, explain the components of transmission system.  Students identify and examine transmission layout, mention the components in sequential order.  Resources; Charts, transmission models, posters, live vehicle.
4	<b>TRANSMISSION SYSTEM</b> Types of drive (front engine front wheel drive, rear engine rear wheel drive.)	Teacher explains types of engine and driving arrangements. Students observe different types of driving arrangements, identify the various types of vehicle and their driving arrangement. Resources; Posters, charts, live vehicles.
5	<b>TRANSMISSION SYSTEM</b> Types of suspension system with their functions e.g laminated spring, coil, spring and fusion bar.	Teacher explain and illustrate the types of suspension system (laminated spring, coil spring, fusion bar, etc). list functions of suspension system.  Students observe and identify types of suspension system. Lists functions of suspension systems.  Resources; Suspension system components, charts, posters.
6	<b>STEERING SYSTEM</b> Functions of steering  Components of steering system, e.g kingpin, steering column, stub axle, steering box.	Teacher explain the functions of steering, illustrate the components of steering. Students observe the components of steering system.  Resources; Steering system components, posters, charts.

7	<p><b>STEERING SYSTEM</b></p> <p>Types of steering boxes with their functions e.g raw and pinon cam and worm redrculating balls etc.</p>	<p>Differentiate between types of steering boxes. Students identify types of steering boxes.</p> <p>Resources; Steering boxes, charts, posters.</p>
8	<p><b>ENGINE LUBRICATING AND COOLING SYSTEM</b></p> <p>Friction, merits and demerits of friction.</p> <p>Purpose of lubricating system e.g of passages, pump, filters etc.</p>	<p>Teacher explain friction with merits and demerits, explain reasons for lubricating system, demonstrate existence and uses of lubrication, show students types of lubricants, and areas of application. Students rub palms and explain why they become warm. Rub two surfaces on each other with oil and without oil, and note the differences.</p>
9	<p><b>ENGINE LUBRICATION AND COOLING SYSTEM</b></p> <p>functions of cooling system</p>	<p>Teacher defines cooling system, and emphasize the need for cooling system. Students notice the effect of lack of water in running an engine.</p> <p>Resources; Posters, charts.</p>
10	<p><b>COOLING SYSTEM</b></p> <p>Types of cooling system,</p> <p>Components of cooling system e.g radiator, water pump, hoses, cooling fan with passages.</p>	<p>Teacher lists and explain types of cooling system, demonstrate the cyclulation of water in cooling system and state the role of the role of the system components. students mention in sequence, the function of the components of cooling system. Resources; Line vehicle, cooling system components, charts, posters.</p>
11	Revision	Revision
12	Examination	Examination

## AUTO MECHANIC WORK

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>BRAKING SYSTEM</b> Basic concept of friction as applied to braking system	Teacher explains the importance of brakes and braking system in a motor vehicle. Students say what brake does with a moving vehicle.  Resources; Live vehicle, brake components.
2	<b>BREAKING SYSTEM</b> Functions of braking system.  Drum brakes and disc brakes.	Teacher state the functions of braking system, list and explain types of brake i.e drum and disc. Students identify disc and drum brake, say where in a motor vehicle each type is mostly found.  Resources; Live vehicle, disc and drum.
3	<b>BRAKING SYSTEM</b> Types and principle of operation of mechanical and hydraulic brake systems.	The teacher, with the aid of sketches, explains mechanically and hydraulically operated brakes. Students identify and distinguish mechanical and hydraulic brakes.
4	<b>BRAKING SYSTEM</b> Components of types of braking system e.g master cylinder, wheel cylinder, pipe lines, calipers, disc, shoes, pedal, linkages, actuating rods etc.	Teacher list and explain the hydraulic brake system, components and the mechanical braking components. Students differentiate components of hydraulic brake system, and mechanical brake system.  Resources; Live vehicle, components of bolt system of brakes, charts and posters.
5	<b>BRAKING SYSTEM</b> Advantages and disadvantages of mechanical and hydraulic brake systems.	Teacher list and explain the advantages and disadvantages of the two types of brake systems. Students white brake has more advantages, and efficient operation.  Resources; Lesson plan, chart.
6	<b>FUEL AND COMBUSTION</b> General layout of working	Teacher list and explain types of fuel e.g petrol, diesel, paraffin, etc.  Students examine the layout of the fuel

	principle of fuel system.	system. Resources; Fuel pump, fuel hose, fuel filter- live vehicle.
	<b>FUEL AND COMBUSTION</b>  Components and part of fuel system and illustration e.g. fuel pump, carburetor, float, float chamber etc	Teacher illustrates the components and part of fuel system using sketches.  Students visit workshop to see a live vehicle and model fuel system layout.  Resources; Workshop, fuel system layout, live vehicle.
8	<b>MANIFOLD</b>  Functions of manifold, types of manifold e.g. inlet and exhaust manifold.	Teacher state and explain function of manifold- demonstrate how to remove and replace manifold. Students identify inlet and exhaust manifold, and say what each do.  Resources; Manifolds, charts, posters, live vehicle.
9	<b>RIMS</b>  Functions of RIMS  Types of RIMS  Sizes of RIMS  Removing and fixing of RIMS, tools used.	Teacher explains the function of RIM, illustrate types of RIM, remove and replace RIMS. Students identify types and sizes of RIMS, observe the dismantling and coupling of RIM. Resources; Alloy RIMS, press steel RIMS, chart and posters, RIM removing tools.
10	<b>TYRES</b>  Function of tyres, sizes of tyres e.g. tyre designation.	The teacher states the functions of tyres, list and explain types of tyre- tube and tubeless.  Students distinguish tube from tubeless tyre.  Resources; Tubeless tyre, tube tyre, lesson plan.
11	<b>TYRES</b>  Advantages and disadvantages of tube and	Teacher list and explain the advantages and disadvantages of tube and tubeless tyres.  Students identify the tyres, based of most

	tubeless tyres.	efficient type. Resources; Tube and tubeless tyre, lesson plan.
12	Revision & Examination	Revision & Examination

## BUILDING CONSTRUCTION

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>DEFINITION OF BUILDING</b></p> <ul style="list-style-type: none"> <li>- Building as a discipline; a science subject that deals with construction of structures e.g. wall, column, beam etc</li> <li>- Building as a process; the procedures involved in erection of various types of structures.</li> <li>- Building as a product; the production or development of structural outlets such as shopping centers, homes, building etc.</li> </ul>	<p>Teacher defines building, explains building as process, describe building as product.</p> <p>Students should be able to define building as a process,</p> <p>Describe building as a product.</p> <p>Resources; picture or drawing of building structure on chalk board.</p>
2	<p><b>CLASSIFICATION OF BUILDING</b></p> <ul style="list-style-type: none"> <li>- Types of building according to;- ownership- public and private.</li> <li>- Uses;- residential, industrial, commercial.</li> <li>- Height;- low, high rise.</li> </ul>	<p>Teacher identifies and explains various types of building ranging from; public, private, residential, industrial, institution, commercial, low and high rise etc</p> <p>Students should be able to identify building and classify them according</p>



		to; ownership, use and height.  Resources; charts, posters, drawings and films.
3	<b>BUILDING CONSTRUCTION</b> <ul style="list-style-type: none"> <li>- Definition of a building construction</li> <li>- Purpose of building construction</li> <li>- Procedures for building construction.</li> </ul>	<p>Teacher defines building construction, explains the purpose, procedures to follow while constructing building.</p> <p>Students should be able to define building construction, outline the stages to follow while constructing building.</p> <p>Resources; visit any site under construction</p>
4	<b>SITE SAFETY</b> <ul style="list-style-type: none"> <li>- Definition of safety</li> <li>- Hazards in the workplace and site (dangerous construction tools, materials, gasses and liquid, scaffold etc)</li> <li>- Causes and methods of accident prevention</li> </ul>	<p>Teacher explains safety rules and regulations, lists the various hazards in workshop, display safety posters, demonstrates uses of safety equipments.</p> <p>Students defines safety, write and draws in safety signs.</p> <p>Resources; real safety equipments, first aid box.</p>
5	<b>TOOLS, EQUIPMENTS AND MACHINES</b> <ul style="list-style-type: none"> <li>- Identification of basic hand tools e.g (shovel, trowel, spirit level, lines etc</li> </ul>	<p>Identify basic hand tools, e.g shovel, spirit level etc, functions of basic hand tools.</p> <p>Students identify tools and equipments, sketch and label the hand tools, state the functions of basic hand tools and equipments.</p> <p>Resources; hand tools and equipments.</p>
6	<b>TOLLS, EQUIPMENTS AND MACHINES</b> <ul style="list-style-type: none"> <li>- Functions of basic hand</li> </ul>	<p>Identify basic hand tools, e.g shovel, spirit level etc, functions of basic hand tools.</p>

	tools, equipments and machines.	Students identify tools and equipments, sketch and label the hand tools, state the functions of basic hand tools and equipments.  Resources; hand tools and equipments.
7	<b>CONSTRUCTIONAL TEAM</b> <ul style="list-style-type: none"> <li>- Parties in construction team</li> <li>- Functions of construction teams</li> <li>- Relationship of the parties.</li> </ul>	Teacher list teams in construction e.g. client party, client architect, engineers, builders etc, explain the client of construction team and their relationship.  Students list parties in the construction team, state their functions.  Resources; chart showing the relationship of the teams.
8	<b>SITE CLEARING AND LEVELING</b> <ul style="list-style-type: none"> <li>- Operations involved in site clearing and leveling.</li> <li>- Tools and equipment for site clearing and leveling.</li> </ul>	Procedure to follow in site clearing and leveling, tools to be used for the work, visit a site under construction.  Students note operations involved in site clearance and leveling and tools to be used, visiting a site.  Resources; tools to be used for site clearance and clearance, visit a site.
9	<b>SITE ORGANIZATION AND LAYOUT</b> <ul style="list-style-type: none"> <li>- Preliminary operations involved in building construction, procedures for layout of building site.</li> </ul>	Teacher lists preliminary requirement for starting of building, discusses the items required such as site storage space etc  Students identify items required before the starting of building, sketch the layout for a proposed building site.  Resources; drawing/charts, site layout drawing, video clips etc.
10	<b>SITE ORGANIZATION AND</b>	Teacher lists preliminary requirement

	<b>LAYOUT</b> <ul style="list-style-type: none"> <li>- Location, boundary, live access, boarding etc</li> </ul>	<p>for starting of building, discusses the items required such as site storage space etc</p> <p>Students identify items required before the starting of building, sketch the layout for a proposed building site.</p> <p>Resources; drawing/charts, site layout drawing, video clips etc.</p>
11	<b>BUILDING DRAWING</b> <ul style="list-style-type: none"> <li>- Production of drawings</li> <li>- Interpretation of building drawings.</li> </ul>	<p>Explain production drawing e.g. plan, roof, elevation, etc, draw a complete building plan and show it to students, interpret the drawing to students.</p> <p>Students explain the production drawing, draw a complete set of building drawing, study and interpret drawing.</p> <p>Resources; video clips, production drawings, building plans, building drawing instruments.</p>
12	Revision	Revision
13	Examination	Examination

## BUILDING CONSTRUCTION

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>SETTING OUT</b> <ul style="list-style-type: none"> <li>- Definition and</li> <li>- Method of setting out such as;- 3:4:5 method, builder's square, square method etc</li> </ul>	<p>Teacher explains the method of setting out, outline simple tools, equipments and procedures for setting out. Practical of setting out e.g. 3:4:5 method etc</p> <p>Students list the method and tools for setting out, use tapes and pegs to make building in setting out by 3:4:5 method &amp;</p>

		<p>builder's square.</p> <p>Resources; tapes, pegs, lines, plus builder's square and profile board.</p>
2	<p><b>SETTING OUT</b></p> <ul style="list-style-type: none"> <li>- Tools and equipments for setting out; builder's square, Profile tapes, pegs.</li> <li>- Procedures for setting out.</li> </ul>	<p>Teacher explains the method of setting out, outline simple tools, equipments and procedures for setting out. Practical of setting out e.g. 3:4:5 method etc</p> <p>Students list the method and tools for setting out, use tapes and pegs to make building in setting out by 3:4:5 method &amp; builder's square.</p> <p>Resources; tapes, pegs, lines, plus builder's square and profile board.</p>
3	<p><b>EXCAVATION AND EARTH WORK</b></p> <ul style="list-style-type: none"> <li>- Types of soil e.g. clay, sandy etc</li> <li>- Properties and classification of soil</li> <li>- Definition of excavation.</li> </ul>	<p>Teacher leads students to identify types of soil, classification of soil, properties of soil and their characteristics. Visit a construction site with students, tools for excavation.</p> <p>Students state the properties of soil and their characteristics, visit construction site, identify tools for excavation.</p> <p>Resources; digger, shovel, bulldozer etc.</p>
4	<p><b>EXCAVATION AND EARTH WORK</b></p> <ul style="list-style-type: none"> <li>- Method and tools used for excavation <ul style="list-style-type: none"> <li>a. Manual; diggers, shovels, head pans etc</li> <li>b. Mechanical; bull dozers etc.</li> <li>c.</li> </ul> </li> </ul>	<p>Teacher identifies types of soil, classification of soil, properties of soil and their characteristics. Visit a construction site with students, tools for excavation.</p> <p>Students state the properties of soil and their characteristics, visit construction site, identify tools for excavation.</p> <p>Resources; digger, shovel, bulldozer etc</p>
5	<p><b>CONCRETING</b></p>	<p>Teacher defines concreting, and its materials e.g. cement, sand and gravel.</p>

	<ul style="list-style-type: none"> <li>- Definition of concreting</li> <li>- Materials for concreting</li> <li>- Types of reinforcement e.g. twisted steel bars, plane steel bar etc</li> </ul>	<p>State the uses of reinforcement in concrete.</p> <p>Students identify materials needed for concrete, state the uses of reinforcement, visit construction site.</p> <p>Resources; cement, sand, and gravel, reinforcement bars.</p>
6	<p><b>CONCRETING</b></p> <ul style="list-style-type: none"> <li>- Uses of reinforcement bars.</li> <li>- Diagrams</li> </ul>	<p>Teacher defines concreting, and its materials e.g. cement, sand and gravel. State the uses of reinforcement in concrete.</p> <p>Students identify materials needed for concrete, state the uses of reinforcement, visit construction site.</p> <p>Resources; cement, sand, and gravel, reinforcement bars.</p>
7	<p><b>MATERIALS FOR CONCRETING</b></p> <ul style="list-style-type: none"> <li>- Definition of concreting</li> <li>- Components of cement</li> <li>- Uses of cement.</li> <li>- Functions of cement, fine and course aggregate in concrete mix.</li> <li>-</li> </ul>	<p>Teacher defines cement, states the components and uses of cement.</p> <p>Students identify the manufacturing process of cement and their uses.</p> <p>Resources; charts, video clips, pictures of cement etc</p>
8	<p><b>FOUNDATION</b></p> <ul style="list-style-type: none"> <li>- Definition of foundation</li> <li>- Functional requirement of foundation.</li> </ul>	<p>Teacher defines and explains purpose of foundation, the functional requirement of foundation, draw different types of foundation, model construction of each types of foundation.</p> <p>Students define foundation and its functions, sketch different types of foundation, visit a construction site.</p>

		Resources; model construction and some drawings.
9	<b>FOUNDATION</b> <ul style="list-style-type: none"> <li>- Types of foundation e.g. strip, raft, pile foundation.</li> </ul>	<p>Teacher defines and explains purpose of foundation, the functional requirement of foundation, draw different types of foundation, model construction of each types of foundation.</p> <p>Students define foundation and its functions, sketch different types of foundation, visit a construction site.</p> <p>Resources; model construction and some drawings.</p>
10	<b>FOUNDATION</b> <ul style="list-style-type: none"> <li>- Factors that determine choice of foundation.</li> </ul>	<p>Teacher defines and explains purpose of foundation, the functional requirement of foundation, draw different types of foundation, model construction of each types of foundation.</p> <p>Students define foundation and its functions, sketch different types of foundation, visit a construction site.</p> <p>Resources; model construction and some drawings.</p>
11	Revision	Revision
12	Examination	Examination

## BUILDING CONSTRUCTION

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>GROUND FLOOR</b> <ul style="list-style-type: none"> <li>- Functions of ground floor</li> <li>- Types of ground</li> </ul>	Teacher: Explains the functional requirements of ground floor, describe the types of floor, sketches showing solid

	<p>floor (solid and suspended).</p>	<p>ground floor, visit construction site.</p> <p>Students explain the functions of ground floor, state the types of ground floor, sketch a section, showing solid ground floor, visit any construction site.</p> <p>Resources; spirit level, trowel, head pan, lines, straight edge, wooden float etc, cement, sand and gravels.</p>
2	<p><b>GROUND FLOOR</b></p> <ul style="list-style-type: none"> <li>- Functional requirements of ground floor</li> <li>- Production of ground floor.</li> </ul>	<p>Teacher: Explains the functional requirements of ground floor, describe the types of floor, sketches showing solid ground floor, visit construction site.</p> <p>Students explain the functions of ground floor, state the types of ground floor, sketch a section, showing solid ground floor, visit any construction site.</p> <p>Resources; spirit level, trowel, head pan, lines, straight edge, wooden float etc, cement, sand and gravels.</p>
3	<p><b>WALLS</b></p> <ul style="list-style-type: none"> <li>- Definition of wall</li> <li>- Types of wall (load bearing and non-load bearing walls)</li> <li>- Functions of walls.</li> </ul>	<p>Teacher leads students to define walls, classifies wall e.g. load bearing and lead bearing, explain functions of wall, sketch showing walls, visiting construction site.</p> <p>Students define wall, states the types of wall, list the functions of wall, sketch wall, visit any construction site.</p> <p>Resources; bricks, blocks, stones, fibers, sheet of metal etc.</p>
4	<p><b>WALLING MATERIALS</b></p> <ul style="list-style-type: none"> <li>- Definition of walling materials</li> <li>- Types of walling materials e.g. cement, blocks, bricks etc</li> </ul>	<p>Teacher defines walling materials and its types like bricks, blocks, timber etc, characteristics of walling materials, show different types of walling materials.</p> <p>Students define walling materials, its types</p>

	<ul style="list-style-type: none"> <li>- Characteristics and properties of walling materials.</li> </ul>	<p>and characteristics.</p> <p>Resources; bricks, blocks, stones etc</p>
5	<p><b>MANUFACTURING OF WALLING MATERIALS</b></p> <ul style="list-style-type: none"> <li>- Manufacturing process of sandcrete blocks and clay block/bricks.</li> <li>- Sizes of bricks and blocks.</li> </ul>	<p>Teacher explains the process of manufacturing blocks/bricks, show students various sizes of block/bricks.</p> <p>Students state the manufacturing process/stages of block/bricks, identify various sizes of block/bricks, visit any site of manufacturing block/bricks.</p> <p>Resources; hand mould, moulding machine, pallets, mortar, head pan, shovel etc.</p>
6	<p><b>WALL CONSTRUCTION</b></p> <ul style="list-style-type: none"> <li>- Method of wall construction.</li> <li>- Appropriate materials for wall.</li> </ul>	<p>Teacher explains methods of wall construction, state materials for wall construction, defines bonding and different types of bonding, practical aspect of different types of bonding.</p> <p>Students explain methods of wall construction, practical aspect of different types of bonding.</p> <p>Resources; bricks, trowels, spirit level, blocks, builders square, line and peg, nails etc.</p>
7	<p><b>PRACTICAL ON BONDING</b></p> <ul style="list-style-type: none"> <li>- Types of wall bonding</li> <li>- Timber wall construction</li> <li>- Practical on bonding e.g. stretcher, header, Flemish, and English bonding.</li> </ul>	<p>Teacher explains methods of wall construction, state materials for wall construction, defines bonding and different types of bonding, practical aspect of different types of bonding.</p> <p>Students explain methods of wall construction, practical aspect of different types of bonding.</p> <p>Resources; bricks, trowels, spirit level, blocks, builders square, line and peg, nails</p>



		etc.
8	<b>DRAINAGE SYSTEM</b> <ul style="list-style-type: none"> <li>- Definition of a drainage</li> <li>- Terms used in drainage works</li> <li>- Types of drainage</li> </ul>	<p>Teacher define terms used in drainage works</p> <p>Explain principles of drainage, describes types of drainage, sketches and describes drainage system.</p> <p>Students should be able to define drainage, define some terms used in drainage system, sketch drainage systems.</p> <p>Resources; drainage materials e.g. cast in site abbestors, PVC etc.</p>
9	<b>DRAINAGE SYSTEM</b> System of drainage	<p>Teacher define terms used in drainage works</p> <p>Explain principles of drainage, describes types of drainage, sketches and describes drainage system.</p> <p>Students should be able to define drainage, define some terms used in drainage system, sketch drainage systems.</p> <p>Resources; drainage materials e.g. cast in site abbestors, PVC etc.</p>
10	<b>PLUMBING INSTALLATION</b> <ul style="list-style-type: none"> <li>- Types of fittings in plumbing and sanitary works</li> <li>- Tools for plumbing installation</li> <li>- Types of fittings and materials for fittings.</li> <li>-</li> </ul>	<p>Teacher identifies various types of fittings, identifies various types of plumbing fittings.</p> <p>Students state four types of fittings.</p> <p>Resources; charts, assorted plumbing fittings, e.g. elbow, tee socket, union, adaptor etc</p>
11	Revision	Revision
12	Examination	Examination

**WOOD WORK**  
**SS 1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>PERSONAL SAFETY PRECAUTION, PERSONAL SAFETY HABITS, E.G CLOTHING, ROLL UP SLEEVES ABOVE ELBOW, WEAR SHOES WITH STRING TOE CAP.</b>	Show safety devices, demonstrate safe work habit.  Resources; posters and charts.
2	<b>GENERAL WORKSHOP SAFETY PRECAUTIONS, WORKSHOP SAFETY HABITS, E.G WASHING OF HANDS BEFORE AND AFTER WORK.</b>	Demonstrate safety habits, use correct safety devices, safety devices.
3	<b>SAFETY DEVICES—HAND GLOVES, GOGGLES, OR EYE SHIELD, ETC.</b>	Take students to the workshop, show and use correct devices. Resources; safety devices.
4	<b>WEST AFRICAN TIMBER IN COMMON USES;</b> e.g mahogahy, obeche, iroko, afara, agba, sapele etc.	Provide posters of wood samples, examine, identify, describe and name African timber.  Resources; posters, wood specimens.
5	<b>STRUCTURE OF WOOD CELLS- SOURCES, CHARACTERISTICS AND USES</b>	Describe timber characteristics, structure, growth and location/sources, describe timber growth and structure.  Resources; posters.
6	<b>TIMBER CONVERSION, THREE METHODS USED—</b>  (Through and through, tangential/flat, radial or	Take students to saw mill. students make observations, ask questions and take notes.

	fift sawing.	
7	<p><b>CHARACTERISTICS OF EACH METHOD OF CONVERSION AND COMMON MARKET SIZES</b></p> <p>2x2x12, 1x12x12, 50mm x 50mm x360mm</p>	<p>Describe and illustrate method of conversion.</p> <p>-Describe and make sketches.</p> <p>Resources; posters, and charts</p>
8	<p><b>SEASONING OF TIMBER; REASONS AND METHODS OF SEASONING TIMBER (NATURAL AND ARTIFICIAL METHODS)</b></p>	<p>Illustrate good stacking practices.</p> <p>Students make observations, take notes and ask questions.</p> <p>Resources; posters/charts.</p>
9	<p><b>DETERMINATION OF MOISTURE CONTENT THROUGH MOISTURE METHOD AND LABORATORY METHOD.</b></p>	<p>Methods of calculating percentage moisture content. Students determine and calculate moisture content.</p> <p>Resources; hydrometer, oven/heater, steam vat.</p>
10	<p><b>PROPERTIES OF TIMBER; TYPES OF CELLS AND CHEMICAL COMPOSITION.</b></p>	<p>Seasoning terms.</p> <p>Students describe properties of timber.</p> <p>Resources; hydrometer and steam vat</p>
11	<p><b>DEFECTS IN TIMBER;</b></p> <p><b>DEFINE AND CLASSIFY THEM INTO ARTIFICIAL AND NATURAL DEFECTS</b></p>	<p>Teacher display common timber defects.</p> <p>Students sketch timber defects.</p> <p>Resources; posters.</p>

12	<b>CAUSES OF COMMON TIMBER DEFECTS</b>	Teacher display and describe common timber defects. Students sketch timber defects.  Resources; real objects.
13	Revision	Revision
14	Examination	Examination

## WOOD WORK

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>TIMBER PRESERVATION;</b> reasons for preventing timber and state main types of preservation.	State reasons for preserving timber. Students take notes, ask and answer questions.  Resources; timber preservation.
2	<b>COMMON TIMBER PRESERVATIVES;</b> List types of preservation.	Teacher lists common timber preservatives. Students use preservatives.  Resources; gloves, brush.
3	<b>CHARACTERISTICS OF A GOOD TIMBER PRESERVATIVE AND METHODS OF APPLYING TIMBER PRESERVATION.</b>  <b>PRESSURE AND NON-PRESSURE METHOD</b>	Teacher state characteristics of a good preservative.  Students apply timber preservatives.  Resources' hand brush and gloves.
4	<b>TIMBER PRODUCTS; PRODUCTION OF VENEERS AND MANUFACTURED BOARD.</b>	Teacher display and list types of veneers, and manufactured boards. Students name different types of man-made boards and

		veneers. Resources; real veneers.
5	<b>USES OF VENEER AND MANUFACTURED BOARDS, PRODUCTION OF VENEERS AND MAN-MADE BOARDS</b>	Teacher describes production, uses, and characteristics of veneer and manufactured boards.  Students name and describe the types of man-made boards and veneers.  Resources; posters and charts.
6	<b>STRUCTURE, PROPERTIES, ADVANTAGES AND DISADVANTAGES OF MANUFACTURES BOARDS.</b>	Describe the structure, advantages and disadvantages of man-made boards.  Students name and describe the production, structure, advantages and disadvantages of man-made boards.  Resources; posters and charts.
7	<b>HAND TOOLS; TYPES OF HAND TOOLS.</b>	Teacher display, describe and state the use of each hand tool. Students identify and state the uses of each hand tools.  Resources; real specimens.
8	<b>CLASSIFICATION OF HAND TOOLS AND IDENTIFICATION</b>	Teacher classify the hand tools according to their use. Students sketch hand tools and label the parts.  Resources; real specimens.
9	<b>USES OF HAND TOOLS (PRACTICAL WORK)</b>	Teacher demonstrates correct use of hand tools. Students use hand tools correctly.

		Resources; saws, planes, chisels, hammers etc
10	<b>MAINTENANCE OF HAND TOOLS AND PRECAUTION WHILE USING THEM.</b>	Teacher demonstrates how to clean hand tools. Each student participates in the maintenance of hand tools.  Resources; real specimens.
11	Revision	Revision
12	Examination	Examination

**WOOD WORK**  
**SS1 THIRD TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>SPECIAL PURPOSE HAND TOOLS; IDENTIFICATION OF THESE SPECIAL PURPOSE HAND TOOLS</b>	Teacher displays, describes and states the use of each special purpose tools.  Students state the use of each special purpose hand tools.  Resources; rebate plane, compass plane, coping saw, etc.
2	<b>THE USE OF EACH SPECIAL PURPOSE HAND TOOLS CORRECTLY.</b>	Teacher state the use of each special hand tools.  Students use special purpose hand tools correctly.  Resources; compass plane, robate plane etc
3	<b>SELECT AND USE EACH SPECIAL PURPOSE HAND TOOLS CORRECTLY.</b>	Teacher demonstrates correctly the use of coping saw. Students use special purpose hand tools correctly.  Resources; coping saw, rebate plane,

		shoulder plane.
4	<b>PORTABLE POWER TOOLS; IDENTIFY, NAME AND DESCRIBE PORTABLE POWER TOOLS.</b>	Teacher displays each portable power tool.  Students identify each portable power tool.  Resources; portable power tools.
5	<b>LIST ALL THE PORTABLE POWER TOOLS, E.G HAND DRILL, SPRAY GUN, JIG SAW, SANDER ETC</b>	The teacher demonstrates correct use of each portable tools.  Students use portable tools correctly.  Resources; posters and charts.
6	<b>WOOD WORKING MACHINES; IDENTIFY, NAME AND DESCRIBE VARIOUS WOOD WORKING MACHINE, CIRCULAR SAW, CROSS CUT SAW.</b>	Take students to wood machine shop.  Students observe teacher's demonstration.  Resources; machine appliances and devices.
7	<b>SAFETY PRECAUTION IN THE USE OF MACHINES E.G CIRCULAR SAW, CROSS CUT SAW</b>	Teacher demonstrates correctly, and safe use of each machine. Students use each machine safely.  Resources; diagrams.
8	<b>SAFETY PRECAUTION IN THE USE OF MACHINES, E.G MORTISER, LATHE AND BAND SAW</b>	Correct use of machines.  Students label machine parts, and state uses.  Resources; posters.
9	<b>STATE THE USES OF EACH WOOD WORKING MACHINE</b>	Teacher demonstrates the correct and safe use of each machine. Students label machine parts, and state their uses.  Resources; charts and posters.
10	<b>PRACTICAL WORK ON THE USE OF WOOD WORKING</b>	Allow each student to participate on the machine. Students label machine parts.

	<b>MACHINES</b>	Resources; wood and machines.
11	<b>MAINTENANCE OF THE MACHINE PARTS</b>	Teacher demonstrates how to clean the machine and grease it.  Students participate in the cleaning.  Resources; brush, grease, etc
12	Revision	Revision
13	Examination	Examination

## HOME MANAGEMENT

### SS I FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1-	<b>Meaning and Importance of home management.</b> 1- Meaning of home management. 2- Importance of home management. 3- Steps in home management, planning, organizing, importance and evaluating.	1- Explain the meaning, importance and steps in home management. Students ask and answer questions 2- Instructional resources 3- Pictures of home management in activities charts
2-	<b>Decision making</b> 1- Meaning of decision. 2- Importance of decision making. 3- Types of decision making 4- Steps in decision making e.g. Personal decision, family decision etc	1- Explain the meaning and importance of decision making. 2- Lead students into discussion on types of decision. 3- Listen attentively participate in discussion. 4- Chart on steps in decision making and family decision.
3-	<b>Motivation for home management.</b> 1- Meaning of motivations for home management. 2- Types of motivations for home management –goals, values, standards, needs, like and dislike. 3- Relationship between goals, values and standard.	1- Explain the meanings and types of motivation for home management. 2- Guide students to identify and discuss the motivations for home management. Students. I- Listen attentively to the teacher. II- Participate in discussion. III- Identify



	4- Explanation and examples of each motivation for home management.	personal motivation for home management. Instructional resources chart for the motivation for home management
4-	<b>Family Resources</b> 1- Meaning and importance of family resources 2- Characteristics of resources 3- Classification of resources- human, material and environment.	1- Explain the meaning, characteristics, importance and classification of resources. 2- Guide students in discussion of family resources. Students: I- Listen to teacher's explanation and ask questions. II- Participate in discussion. Instructional materials: chart.
5-	<b>Family living</b> 1- Meaning, types of family- nuclear, polygamous, extended. 2- Advantages and disadvantages of each type of family.	1- Explain the meaning, types and roles of the family. 2- Guide students' discussion. 3- Display pictures types of family. Students. I- Listen to teacher's explanations and ask questions. II- Participate in discussions. lii-Collect pictures of different types of family. Instructional materials : Charts and pictures of different types of families.
6-	<b>Functions of family as a single unit.</b> 1- Functions of family as a single unit. 2- Functions of each member of family e.g. father, mother and children	Charts and pictures 1- Explain functions of family as a single unit. 2- Guide student's discussion. 3- Display pictures of different types of families. Students: I- Listen to teacher's explanation and ask questions. II- Participate in discussion. III-Collect pictures of different types of families. -Learning materials: Charts and pictures of different types of families.

7-	<b>Family Relationships</b> 1- Meaning of family relationship. 2- Types of relationships existing in the family- husband and wife, parents/child and sibling/sibling relationships	1- Explain the different types of family relationships, factors affecting them and ways of enhancing them. 2- Guide students discussion on family relationships Students: I- Participate actively in classroom discussion. II- collect pictures showing different types of family relationships. 4- Learning materials: charts and pictures of different types relationships in the family.
8-	<b>Factors influencing different types of relationships.</b> 1- Explain factors influencing family relationships. 2- Ways of strengthening family.	1- Explain factors affecting relationships and ways of enhancing them. 2- Guide students' discussion on family relationships. Students: I- Participate in discussion on family relationships. 5- Learning materials: charts.
9-	<b>Family Life Cycle</b> 1- Meaning of family life cycle. 2- Stages of family life cycle- beginning, expanding, contracting. 3- Characteristics and problems of each stage of family life cycle.	1- Explain the various types family life cycle. 2- Guide students' discussion. Students: Listen and ask questions. 6- Learning materials: charts
10-	<b>Family Values</b> 1- Meaning of family values. 2- Types of family values e.g. Education, shelter, foods etc.	1- Explain the meaning and types of value. 2- Explain the importance of values and how to teach values in the family. Students: Participate in class discussion. 7- Teaching materials: charts.
11-	<b>Family crises and conflicts</b> 1- Meaning of family crises 2- Types of family crises-arrival	1- Explain the various types of family crises. 8- Teaching materials: charts

	of a new born baby, divorce, death etc 3- Ways of handling family crises: meaning of conflict, causes and ways of resolving.	and pictures showing family crises.
12	<b>Family crises and conflicts</b> 1- Meaning of conflicts 2- Causes of resolving conflicts.	
13	Revision	Revision
14	Examination.	Examination.

## HOME MANAGEMENT

### SS I SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1-	<b>Communication in the family</b> 1- Meaning of communication. 2- Component of communication(procedures) healthy, respect etc 3- Roles of communication in the family- expression of love, behavior, avoid stressful condition etc. 4- Factors that hinder communication in the family. 5- Ways of strengthening communication in the family and communication gadgets. 6- Uses of ICT (information communication technology) 7- Communication devices e.g. computer, G.S.M etc	1- Explain the meaning, roles and components of communication in family- gives an assignment on internet use. 2- Discuss on communication in the family. Students: participate in discussion. 3- Instructional resources: chart and communication on gadgets.
2-	<b>Food Nutrients</b> 1- Meaning of food nutrients 2- Types of Nutrient 3- Sources of nutrient 4- Functions of Nutrients 5- Deficiency of each Nutrients	1- Teacher guides on discussions on types food nutrient. Students answer questions. 4- Charts, pictures, real objects.
3-	<b>Nutritional Needs of the family.</b> 1- Different group of people in the family. 2- Characteristics of different groups in the family. 3- Nutritional needs of the	1- List different groups in the family. 2- Explain the characteristics of different groups in the family. 3- Explain importance of meal

	<p>different groups in the family.</p> <p>4- Meal planning (meaning)</p> <p>5- Meaning of balance diet</p> <p>6- Factors influencing meal planning.</p> <p>7- Guidelines for meal planning and menu writing</p>	<p>planning.</p> <p>Students: answer and copy notes</p>
4-	<p><b>Cooking equipment, utensils and table ware</b></p> <p>1- Meaning of utensils and cooking equipment</p> <p>2- Types of utensils and cooking equipments.</p> <p>3- Factors to consider when choosing / selecting cooking equipments, utensils and table ware.</p> <p>4- Uses and maintenance of cooking equipment, utensils and table ware.</p> <p>5- Cleaning of cooking equipment, utensil and table ware.</p> <p>6- Practical(cleaning of cooking equipment and utensils)</p>	<p>1- Discussion on type, selection, uses and care of cooking equipment, utensils and table ware.</p> <p>2- Demonstration on cleaning of cooking equipment, utensil and table ware. Students: participate in discussion and practical.</p> <p>5- Instructional resources: pictures of cooking equipment, utensil and table ware.</p> <p>6- Abrasive: scouring powder.</p>
5-	<p><b>Cooking terms and techniques/ methods</b></p> <p>1- Cooking terms-dice, chop, shredding, blanching, filleting etc.</p> <p>2- Cooking methods- boiling, frying, stewing etc</p> <p>3- Advantages and disadvantages of each method.</p> <p>4- Guidelines for using various methods.</p> <p>5- Practical (preparation of simple dishes using different techniques/ method</p>	
6-	<p><b>Family Clothing</b></p> <p>1- Meaning of clothing, types and functions of clothing.</p> <p>2- Household linen-meaning, types (bed sheets, kitchen nap clean and table nap clean) etc</p>	<p>1- Discuss on meaning, types and functions clothing. Students: collect pictures of different types of clothing and make albums.</p> <p>7- Instructional resources:</p>

	<ul style="list-style-type: none"> <li>3- Functions of household linen.</li> <li>4- Guidelines for choosing and selection of household linen.</li> <li>5- Textiles types and their origin.</li> <li>6- Characteristics or properties of different types of textiles.</li> <li>7- Practical test for identification of fibers</li> </ul>	charts, real objects.
7-	<p><b>Fabric construction</b></p> <ul style="list-style-type: none"> <li>1- Methods of fabric construction (weaving), braiding, knitting and crocheting, felting.</li> <li>2- Practical to demonstrate skills in fabric construction</li> <li>3- Album showing different Fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>1- Discussion on fabric construction methods.</li> <li>2- Demonstrate how to weave, knit and crochet.</li> </ul> <p>Students: produce albums of different fabrics. Instructional resources: charts, instruments and tools for production of different fabrics.</p>
8-	<p><b>Wardrobe planning</b></p> <ul style="list-style-type: none"> <li>1- Meaning of wardrobe planning, functions of wardrobe.</li> <li>2- Steps involved in wardrobe.</li> <li>3- Guidelines in the use of wardrobe</li> <li>4- Storage of clothing and household linen</li> <li>5- Reasons, storage facilities.</li> <li>6- Guidelines for storage of clothing.</li> </ul>	<ul style="list-style-type: none"> <li>1- Discussion on functions of a wardrobe.</li> <li>2- Steps involved in planning a wardrobe.</li> </ul> <p>Students : participate in the discussion. -Ask questions on the topic. Learning materials: pictures of wardrobe.</p>
9-	<p><b>Family house</b></p> <ul style="list-style-type: none"> <li>1- Functional areas of a house – bedroom, sitting room, dining room etc.</li> <li>2- Factors influencing the choice of a home.</li> <li>3- Factors influencing the designing of family house.</li> <li>4- Ways of securing a family house.</li> <li>5- Guidelines for choosing a family house.</li> <li>6- Types of house and importance.</li> </ul>	<ul style="list-style-type: none"> <li>1- Discussion on family house.</li> </ul> <p>Students: participate actively in the discussion. Learning materials: picture, chart of different types of houses.</p>
10-	<b>Setting up a home</b>	1- Explain what a home is and

	<ul style="list-style-type: none"> <li>1- Differences between a house and a home.</li> <li>2- Types of furniture a fixture in different functional areas of a home.</li> <li>3- Guidelines for arranging fixtures and furniture in different functional areas.</li> <li>4- Arrangement of furniture and fixtures in different functional areas (practical).</li> </ul>	<p>difference between a home and a house.</p> <ul style="list-style-type: none"> <li>2- Types of furniture and fixtures.</li> </ul> <p>Students: listen attentively. Learning materials: pictures showing different types of houses.</p>
11-	<p><b>Consumer Education</b></p> <ul style="list-style-type: none"> <li>1- Meaning and importance of consumer education.</li> <li>2- Right of a consumer.</li> <li>3- Responsibilities of a consumer <ul style="list-style-type: none"> <li>–Be informed, -Consume wisely, invest wisely.</li> <li>– Creating awareness through giving information to others, - Protects their right (by alerting government agency of fake products they consume ).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1- Explain meaning of consumer education.</li> <li>2- Discussion on the importance of consumer education.</li> </ul> <p>Students: Ask and answer questions. Learning materials: charts.</p>
12-	Revision	Revision
13-	Examination.	Examination.

## HOME MANAGEMENT

### SS I THIRD TERM

WEEK	TOPIC/CONENT	ACTIVITIES
1-	<p><b>Consumer Information</b></p> <ul style="list-style-type: none"> <li>1- Sources of consumer information.</li> <li>2- Use of consumer information.</li> <li>3- Consumer agents meaning and types ( wholesales, retails etc )</li> <li>4- Functions of consumer agents.</li> </ul>	<ul style="list-style-type: none"> <li>1- Discuss sources of consumer information and give appropriate assignment. Students: Listen attentively and take part in class discussion.</li> <li>2- Instructional Resources: chart</li> </ul>
2-	<p><b>Consumer Legislation</b></p> <ul style="list-style-type: none"> <li>1- Types of consumer legislation and agencies SON (standard organization of Nigeria), price control- board, the food and drug department (NAFDAC), Price</li> </ul>	<ul style="list-style-type: none"> <li>1- Explain the various consumer agencies / regulations and their functions. Students: Listen attentively, ask and answer questions.</li> </ul>

	<p>Intelligence Agency and Post Office.</p> <p>2- Functions of Consumer Agencies and legislations</p> <p>3- Regulations of agencies.</p>	<p>Instructional Resources : chart</p>
3-	<p><b>Time Management</b></p> <p>1- Meaning of time management and time planning.</p> <p>2- Time as a resource material.</p> <p>3- Pattern of time use.</p> <p>4- Guidelines for time management.</p>	<p>1- Explain the process of time management.</p> <p>Students: Listen to teacher 's explanation and ask questions .</p> <p>Instructional Resources: charts.</p>
4-	<p><b>Time Planning ( continued )</b></p> <p>1- Steps in making time plan.</p> <p>2- Make a time plan for a given activity.</p> <p>3- Factors that affect or hinder the use of time plan e.g. accident, interruption.</p>	<p>1- Gives illustration of good use of time.</p> <p>Students: Listen to teacher's explanations and questions.</p> <p>Instructional Resources: charts.</p>
5-	<p><b>Sewing Equipment and tools</b></p> <p>1- Identification of sewing equipment and tools.</p> <p>2- Classification</p> <p>3- Uses of sewing tools .</p> <p>4- Guidelines for using sewing equipment and tools.</p> <p>5- Guidelines for care.</p>	<p>1- Display sewing machine and sewing tools and the uses of each sewing tools.</p> <p>Students: Use the equipment and tools, ask and answer questions.</p> <p>Instructional resources : 1- Real object 2-Charts.</p>
6-	<p><b>Sewing Processes</b></p> <p>1- Processes involved in sewing.</p> <p>2- Temporary stitches.</p> <p>3- Permanent stitches.</p>	<p>1- Guides students on how to differentiate between temporary and permanent stitches.</p> <p>Students: construct samples of temporary, permanent and seam stitches.</p> <p>Instructional Resources: pieces of materials thread and needles.</p>
7-	<p><b>Sewing processes (continued)</b></p> <p>1- Practical (sewing of simple household articles e.g. apron, pillow cases, bed sheets, dresses, etc</p>	<p>1- Album of basic processes.</p> <p>Students : Make an album of the samples and simple household articles .</p> <p>Instructional Resources:</p>

		thread and needles.
8-	<b>Renovation and repairs of family clothing and household linen</b> 1- Darning an article . 2- Patching an article. 3- Repair of zippers, button holes, elastic, household articles.	1- Explains different methods used to repair and renovate some clothes and household articles. Students : Listen and watch attentively.
9-	Renovation and repairs of family clothing and household linen  Contents 1- Patching an article and repair of zippers, buttonholes, elastic, household articles (continued). 2- Practical on how to repair and renovate some clothes and household articles e.g. zips, buttons and button holes, patch and darn some articles.	1- Demonstrate how to repair and renovate some articles e.g. zips, buttons and buttonholes, patch and darn some articles and also supervises students practices. Students: Students practice how to fix buttons, repair zips and replace elastics, darn and patch household articles and clothes. Instructional Resources: fabric with cuts (woven), cloth with spoilt zippers etc.
10-	<b>Simple home maintenance and repairs</b> 1- Simple home maintenance and repairs. 2- Types e.g. blocked gutters and sinks/ wash hand basins, replacing electric bulbs, socket. 3- Importance. 4- Performance.	1- Discusses on simple home maintenance and repair and also carry out the repairs Students: Participate in the discussion. Instructional Resources: Pictures, toolbox, other objects.
11-	<b>Simple home maintenance</b> 1- Types of maintenance e.g. wash hand basins, replacing electric bulbs. 2- Importance of home maintenance (continued).	1- Discuss on simple home maintenance and repairs. Students: Listen attentively. Instructional Resources: Pictures, toolbox, other objects.
12-	<b>Home repair and maintenance</b> 1- Importance of home repair and maintenance.	2- Discuss on importance of home repair and maintenance. Students : Listen attentively and ask questions. Instructional Resources: Toolbox, other objects.



13-	Revision and Examination.	Revision and Examination.
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## FOOD AND NUTRITION

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>Introduction to foods and Nutrition</b></p> <ul style="list-style-type: none"> <li>- Definition of Nutrition</li> <li>- Importance of human nutrition e.g. maintenance good health</li> <li>- Factors affecting foods and Nutrition e.g. availability of foods; income, food in season, ignorance, storage/preservation facilities etc</li> <li>- Advantages and Disadvantages of preservation</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Leads the discussion on the definition of Nutrition, it's importance and factors affecting food Nutrition</li> <li>- Write out the storage facilities available</li> <li>- Practical work on preservation</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Participate in the discussion</li> <li>- Write down the chalk/white board summary in their note books</li> <li>- Submit notes for necessary correction.</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Pictures on flipchart of well nourished individuals and families</li> <li>- Pictures on flipcharts of malnourished individuals and families</li> </ul>
2	<p><b>Careers in Foods and Nutrition</b></p> <ul style="list-style-type: none"> <li>- List the careers of study in foods and nutrition e.g. Teaching</li> <li>- Dietetics</li> <li>- Hotel and catering management</li> <li>- Community Nutrition etc</li> <li>- Relationship between foods and Nutrition and other subjects e.g. Agriculture, Biology, Chemistry etc</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Leads the discussion on the career of study in foods and Nutrition.</li> <li>- Draws a chart on the careers associated with foods and Nutrition</li> <li>- Makes a list of subjects related to foods and Nutrition</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Draw the chart on foods and Nutrition careers</li> <li>- Express desirable interest on any of the careers</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Charts on careers on Foods and Nutrition</li> <li>- Gender sensitive photograph on foods and Nutrition related careers e.g. chef etc</li> </ul>

3	<b>Careers in Foods and Nutrition</b> <ul style="list-style-type: none"> <li>- Setting up restaurant</li> <li>- Restaurant personnel/safety and hygiene</li> <li>- Equipment available</li> <li>- A visit to a standard restaurant</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Plan an excursion to a standard restaurant</li> <li>- Practice work on hygiene</li> <li>- Make a list of restaurant equipment</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Write an application for job based on chosen career</li> </ul> <b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>- Charts on restaurant personnel and equipment</li> </ul>
4	<b>Basic Food Nutrient</b> <ul style="list-style-type: none"> <li>- Definition of food</li> <li>- Classes of food nutrients</li> <li>- Foods in the locality ( local food/staff)</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Discussion on food in the locality, classes of foods</li> <li>- List some local food items</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Make a chart showing various food items in the locality</li> </ul> <b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>- Samples of various food stuffs</li> </ul>
5	<b>Basic Food Nutrients :</b> <ul style="list-style-type: none"> <li>- Classification of food</li> <li>- Sources of food</li> <li>- Functions of food</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Using a food table, give the classes, sources and functions of foods</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Arrange the foodstuffs according to their nutrients (Food groups)</li> </ul> <b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>- Charts showing class, source and functions of food</li> </ul>
6	<b>Various Food Nutrients e.g. Carbohydrate</b> <ul style="list-style-type: none"> <li>- Types and chemical structure</li> <li>- Functions, sources</li> <li>- Digestion and absorption</li> <li>- Metabolism and dietary deficiency</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Display foods containing carbohydrate and explains the digestion of carbohydrates</li> <li>- Discuss the deficiency of fats and oil</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Identify the food stuffs on display</li> <li>- Arrange the food stuffs according to their nutrients</li> </ul> <b>Instructional Materials :</b> <ul style="list-style-type: none"> <li>- A chart showing various food items</li> <li>- A chart showing foodstuffs, nutrients and their functions</li> </ul>
7	<b>Fats and Oil (Lipids)</b> <ul style="list-style-type: none"> <li>- Types and sources</li> <li>- Functions</li> <li>- Digestion and absorption</li> <li>- Metabolism and dietary deficiency</li> </ul>	
8	<b>Protein</b> <ul style="list-style-type: none"> <li>- Types and sources</li> </ul>	“

	<ul style="list-style-type: none"> <li>- Functions</li> <li>- Digestion and absorption</li> <li>- Metabolism and dietary deficiency</li> </ul>	Discuss the dietary deficiency of protein
9	<b>Scientific Study of Foods</b> <ul style="list-style-type: none"> <li>- Measurements, units and accuracy (use of scale, cups, tins, bottles and measuring spoons)</li> <li>- Practical on the use of measuring equipment</li> </ul>	“
10	<b>Scientific study of foods:</b> <ul style="list-style-type: none"> <li>- Measurements, units and accuracy( use of scale, cups, tins, bottles and measuring spoons)</li> <li>- Practical on the use of measuring equipment</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Demonstrates weighing some food stuffs</li> <li>- Stress the importance of accurate measurement in weighing food stuffs</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Practice weighing foodstuffs</li> <li>- Record the weight of the measured foodstuffs</li> </ul> <b>Instructional Materials :</b> <ul style="list-style-type: none"> <li>- Various foodstuffs</li> <li>- Weighing scale, graduated measuring cups, milk tins, bottles, spoons etc</li> </ul>
11	<b>Scientific –Study of Foods</b> <ul style="list-style-type: none"> <li>- Action of heat on various food nutrients</li> <li>- Test for food nutrients</li> <li>- Protein</li> <li>- Carbohydrates</li> <li>- Fats and oil</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Demonstrate the test for ; protein , carbohydrate etc</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Observe the demonstrations and record their observations</li> </ul> <b>Instructional Materials :</b> <ul style="list-style-type: none"> <li>- Raw samples of various food stuff.</li> </ul>
12-13	Revision and Examination	Revision and Examination

## FOOD AND NUTRITION

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Digestive System</b> <ul style="list-style-type: none"> <li>- Meaning of digestion</li> <li>- Definition of absorption and metabolic terms e.g. Enzymes, absorption etc</li> <li>- Digestion and absorption</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Defines “Digestion, absorption and metabolic terms.</li> <li>- Discussion on the digestive processes in the mouth, esophagus, stomach</li> </ul>

	of nutrient ( carbohydrates, protein etc) in the mouth and stomach	<p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Participate in the discussion</li> <li>- Copy the digestive process summary on the chart</li> </ul> <p><b>Instructional Materials :</b></p> <p>A chart showing a summary of digestive process</p>
2	<p><b>Digestive system</b></p> <ul style="list-style-type: none"> <li>- Functions of enzymes e.g. ptyalin, amylase, hypsin etc</li> <li>- The role of water in digestion and absorption.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Discussion on the functions of the enzymes and the importance of water in the digestive process</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Write down the chalk/white board summary in their note books</li> </ul> <p><b>Instructional Materials:</b></p> <p>A chart showing a summary of digestive process</p>
3	<p><b>Reproductive Health</b></p> <ul style="list-style-type: none"> <li>- Definition of reproductive health</li> <li>- Identification of male and female organs</li> <li>- Functions of the parts</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Discussion on reproductive health , explanation on male and female organs</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Participate in the discussion</li> </ul> <p><b>Instructional Materials:</b></p> <p>Chart showing male and female reproductive organs</p>
4	<p><b>Reproductive Health Cont.</b></p> <ul style="list-style-type: none"> <li>- The relationship between nutrition and reproductive health</li> <li>- Dietary deficiency diseases, e.g. kwashiorkor, obesity, marasmus etc</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Discussion on the relationship between nutrition and reproductive health</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Point at the parts on the chart</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Chart showing food that enhances reproductive health</li> </ul>
5	<p><b>Reproductive Health Cont.</b></p> <ul style="list-style-type: none"> <li>- Sign and symptoms, causes of dietary deficiency diseases</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Discussion on the dietary deficiency diseases, including signs, symptoms and causes/cure.</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Describe the pictures on display</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Pictures of obese persons, kwashiorkor children</li> </ul>
6	<b>Kitchen Plans Equipment and Tools</b>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Explains different types of kitchen.</li> </ul>

	<ul style="list-style-type: none"> <li>- Kitchen plans – Types of kitchen (Modern and Traditional)</li> <li>- Selection, uses and care of kitchen equipment.</li> <li>- Factors to consider in choosing kitchen equipment e.g. Affordability, need for equipment</li> </ul>	<ul style="list-style-type: none"> <li>- Discusses the election, uses and care of kitchen equipment and fools</li> <li>- List factors to consider when purchasing kitchen equipment</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Participate in the discussion on kitchen plans</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Charts showing kitchen layouts</li> </ul>
7	<p><b>Kitchen Plans Equipment and Tools</b></p> <ul style="list-style-type: none"> <li>- Use of different cleaning agent and abrasives(Commercial and local) e.g. Vim, eggshell, fine sand, paw-paw leaves, etc</li> <li>- Practical on local Cleaning Agents.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Demonstration of the cleaning of the kitchen equipment using local/commercial cleaning agents</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Practice cleaning some kitchen equipment</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Display of abrasive local and commercial</li> </ul>
8	<p><b>Kitchen Safety and Hygiene</b></p> <ul style="list-style-type: none"> <li>- Methods of handling kitchen equipment properly</li> <li>- Reasons for maintaining safety in the kitchen.</li> <li>- Kitchen waste and disposal measures</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Labels the kitchen equipment and tools on display</li> <li>- Highlights the importance of kitchen hygiene</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Identify the kitchen equipment on display</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Display of kitchen equipment and tools.</li> </ul>
9	<p><b>Kitchen Safety and Hygiene Cont.</b></p> <ul style="list-style-type: none"> <li>- Kitchen pests</li> <li>- Preventive measures e.g. fumigation</li> <li>- Netting of doors and windows- regular cleaning.</li> <li>- Rules for personal hygiene.</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Practical work on cleaning of the kitchen</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Observe the demonstration on cleaning of the kitchen</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Chart showing kitchen fumigants and cleaning equipment</li> </ul>
10	<p><b>Kitchen Safety and Hygiene</b></p> <ul style="list-style-type: none"> <li>- Content and use of First - Aid box</li> <li>- Simple first aid treatment e.g. cuts, burns</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Demonstrates the treatment of a minor cut or burn using some items from the First –Aid box</li> </ul> <p><b>Students :</b></p>

	and scalds etc	- Role-play a fall with a cut on student leg and administer treatment from a First-Aid box. <b>Instructional Materials:</b> - First- Aid box
11	Revision	Revision
12	Examination	Examination

## FOOD AND NUTRITION

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>KITCHEN Safety and Hygiene (Cont.)</b> <ul style="list-style-type: none"> <li>- Food handling practices</li> <li>- Food borne diseases</li> <li>- Food sanitation laws e.g. NAFDAC, SON (Standard Organization of Nigeria)</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Discusses reasons for proper handling of kitchen equipment, personal hygiene, food hygiene and waste</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Participate in the discussion.</li> <li>- Clean a kitchen under teacher's supervision</li> </ul> <b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>- First Aid box, chart showing some kitchen pests</li> <li>- Fumigants e.g. raid, mortein etc.</li> </ul>
2	<b>ICPC</b> <ul style="list-style-type: none"> <li>- Definition , function of ICPC</li> <li>- Penalties for such offences</li> <li>- Misappropriation of family food budget e.g. diversion of food budget to personal usage</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Explains consequences of family food budget misappropriation</li> </ul> <b>Students :</b> Participate in the discussion, ask and answer questions <b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>- Photography of a criminal in handcuffs</li> </ul>
3	<b>Food Study</b> <ul style="list-style-type: none"> <li>- Main food e.g. cereal/grains</li> <li>- Types of cereal/grains</li> <li>- Nutritive value of cereal or grains</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Display the cereal and grains</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Identify the cereal and grain</li> </ul> <b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>- Samples of cereal and grains e.g. Rice, Wheat, maize, cereal</li> </ul>
4	<b>Food Study</b> <ul style="list-style-type: none"> <li>- Main foods e.g. cereal/grains</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Processes flour from different cereal and grains.</li> </ul>

	<ul style="list-style-type: none"> <li>- Processing, uses and choice of cereal/grains e.g. process cereal/grain into flour.</li> <li>- Practice photo album on different cereal.</li> </ul>	<p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Identify processed flour on display</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Processed flour from different cereal and grains</li> </ul>
5	<p><b>Food Study</b></p> <ul style="list-style-type: none"> <li>- Main foods e.g. cereal / grains</li> <li>- Different cooking method of cereal and grains e.g. boiling, roasting frying</li> <li>- Practical</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Demonstrates the cooking methods for cereal and grains</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Observe the cooking demonstration.</li> <li>- Practice in groups the preparation of meals from cereal and grains.</li> </ul> <p><b>Instructional Materials:</b></p> <ul style="list-style-type: none"> <li>- Pictures of cereal and grains</li> </ul>
6	<p><b>High/Low Extraction Rate – Flour</b></p> <ul style="list-style-type: none"> <li>- Differentiate between high extraction rate flour and low extraction rate flour</li> <li>- Usefulness of low extraction rate flour</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- States the difference between high extraction rate flour and low extraction rate flour</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Utilize the low extraction rate flour in cookery</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Display of both low and high extraction rte flour</li> </ul>
7	<p><b>Legumes</b></p> <ul style="list-style-type: none"> <li>- Types of legume</li> <li>- Importance of legume</li> <li>- Nutritive value of legumes</li> </ul>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Leads the discussion on legumes</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Participate in the discussion.</li> <li>- Identify the legumes</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Samples of legumes e.g. beans, bambara nuts, groundnuts, soybeans, etc</li> </ul>
8	<p><b>Legumes</b></p> <ul style="list-style-type: none"> <li>- Cooking methods for legumes</li> </ul> <p>Practical</p>	<p><b>Teacher :</b></p> <ul style="list-style-type: none"> <li>- Demonstrates preparation of meals from legumes</li> </ul> <p><b>Students :</b></p> <ul style="list-style-type: none"> <li>- Observe the demonstration</li> <li>- Practice in groups the preparation of meals from legumes</li> </ul> <p><b>Instructional Materials :</b></p> <ul style="list-style-type: none"> <li>- Samples of legumes e.g beans, bambara nuts, groundnuts, soybeans, etc</li> </ul>

9	<b>Fruits</b> <ul style="list-style-type: none"> <li>- Types of fruits</li> <li>- Nutritive value of fruits</li> <li>- Factors affecting the choice of fruits</li> <li>- Preparation and serving fruits e.g. drinks, juice, salad, whole, jam</li> <li>- Practical work</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Displays fruits in season.</li> <li>- Guides the discussion on the topic.</li> <li>- Demonstrates the preparation and service of some fruits</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Identify the fruits on display.</li> <li>- Participate in the discussion</li> <li>- Practice the preparation and service of some fruits</li> </ul> <b>Instructional Materials :</b> <ul style="list-style-type: none"> <li>- Samples of different fruits</li> <li>- Chart showing different fruits</li> </ul>
10	<b>Vegetables</b> <ul style="list-style-type: none"> <li>- Types, Nutritive value</li> <li>- Factors affecting choice of vegetables</li> <li>- Cooking method for vegetable</li> <li>- Methods of serving salad, garnishing</li> </ul>	<b>Teacher :</b> <ul style="list-style-type: none"> <li>- Displays various vegetables</li> <li>- Leads the discussion on vegetable</li> <li>- Demonstrations of cooking method of vegetables</li> </ul> <b>Students :</b> <ul style="list-style-type: none"> <li>- Identify the vegetables on display</li> <li>- Observe the demonstration</li> <li>- Practice cooking of some vegetables</li> </ul> <b>Instructional Materials :</b> <ul style="list-style-type: none"> <li>- Samples of vegetables.</li> <li>- Chart showing some drawing of vegetables.</li> </ul>
11-12	Revision and Examination	Revision and Examination

## CLOTHING AND TEXTILES

### SSS 1 FIRST TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	<b>INTRODUCTION TO CLOTHING AND TEXTILES</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance/functions of clothing</li> </ul>	Teacher: Defines clothing, textiles and discuss the importance of clothing to man. Resources: Charts
2	<b>CAREERS IN CLOTHING AND TEXTILES</b> <ul style="list-style-type: none"> <li>- Job Opportunities in clothing and textiles e.g. tailoring, dress designing, teaching etc.</li> </ul>	Teacher: leads discussion on job opportunities. Resources: Charts
3	<b>CAREERS IN CLOTHING AND</b>	Teacher: Guides students to tabulate the



	<p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>- Differences between a formally trained and roadside tailor or seamstress</li> <li>- Field trip to a garment making factory or shop.</li> </ul>	<p>differences between formally trained and roadside tailor or seamstress Resources: Field trip to a garment making factory or shop.</p>
4	<p><b>TEXTILES</b></p> <ul style="list-style-type: none"> <li>- Meaning of fibre and fabric</li> <li>- Types of fibre and their characteristics e.g. staple, filament etc</li> <li>- Differences between fibre and fabric.</li> </ul>	<p>Teacher: Explains the meaning of fibres and fabric, their characteristics and differences. Resources: Samples of different types of fabric.</p>
5	<p><b>ORIGIN OF FIBRES</b></p> <ul style="list-style-type: none"> <li>- Natural fibres</li> <li>- Animal and vegetable fibres</li> </ul>	<p>Teacher: Leads discussion on the origin of natural fibres. Resource: Chart</p>
6	<p><b>ORIGIN OF FIBRE</b></p> <ul style="list-style-type: none"> <li>- Artificial/synthetic/man-made fibre</li> <li>- Term project – A fabric album</li> </ul>	<p>Teacher: Leads discussion on the origin of man-made fibres. Resource: Chart</p>
7	<p><b>MANUFACTURING AND PROPERTIES OF FIBRES</b></p> <ul style="list-style-type: none"> <li>- Manufacturing process and properties/characteristics of cotton</li> </ul>	<p>Teacher: Discusses the manufacturing process of cotton and its properties. Resources: Video clips</p>
8	<p><b>MANUFACTURING AND PROPERTIES OF FIBRE</b></p> <ul style="list-style-type: none"> <li>- Manufacturing process and properties/characteristics of linen</li> </ul>	<p>Teacher: Discusses the manufacturing process of linen and its properties. Resources: Video clips</p>
9	<p><b>MANUFACTURING AND PROPERTIES OF FIBRE</b></p> <ul style="list-style-type: none"> <li>- Manufacturing process and properties/characteristics of silk</li> </ul>	<p>Teacher: Discusses the manufacturing process of silk and its properties. Resources: Video clips</p>
10	<p><b>MANUFACTURING AND PROPERTIES OF FIBRE</b> Manufacturing process and properties/characteristics of wool</p>	<p>Teacher: Discusses the manufacturing process of silk and its properties. Resources: Video clips</p>
11	<p><b>MANUFACTURING AND PROPERTIES OF FIBRE</b> Manufacturing process and properties/characteristics of artificial fibres – rayon, nylon, polyester (terylene) etc</p>	<p>Teacher: Discusses the manufacturing process of artificial fibres and their properties. Resources: Field trip to a textile industry</p>

12	<b>TEST FOR FABRIC IDENTIFICATION</b> <ul style="list-style-type: none"> <li>- Fabric identification – handling, burning,/flame</li> <li>- Chemical and microscopic test (practical)</li> </ul>	Teacher: Leads discussion and demonstrate the procedures for different tests for the identification of different fabrics. Resources: Samples of different types of fabrics, matches etc.
13	Revision	Revision
14	Examination	Examination

## CLOTHING AND TEXTILES

### SSS 1 SECOND TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	<b>FABRIC FINISHES</b> <ul style="list-style-type: none"> <li>i. Definition of fabric finishes</li> <li>ii. Types of fabric finishes - mercerized, sanforized, crease resistance etc.</li> <li>iii. Importance of fabric finishes</li> </ul>	Teacher: Leads discussion on fabric finishes and their importance. Resources: Samples of fabrics with different finishes.
2	<b>LOCALLY MADE FABRICS</b> <ul style="list-style-type: none"> <li>i. Uses and importance of local fabrics.</li> <li>ii. Types – Aso-oke, okene cloth etc.</li> <li>iii. Local communities where local fabrics are made e.g. Aso-oke in Western States, Akwete in Rivers and Eastern States, Akwuocha in Delta state etc</li> <li>iv. Differences between imported and locally made fabrics.</li> </ul>	Teacher: Leads discussion on the local fabrics made in Nigeria, their uses and importance. The communities where they are made and the differences between them and the imported fabrics. Resources: Samples of local fabrics made in Nigeria and imported ones.
3	<b>DYEING AND PRINTING</b> <ul style="list-style-type: none"> <li>- Types – tie and dye, batik,</li> </ul>	Teacher: demonstrates how to tie and dye and screen print.

	screen printing etc	Resources: Fabrics, dyes, dyeing materials etc.
4	<p><b>SEWING TOOLS – TYPES, USES AND CARE</b></p> <ol style="list-style-type: none"> <li>i. Sewing accessories e.g. needles, thimbles etc]</li> <li>ii. Measuring tools e.g. tape measure etc</li> <li>iii. Cleaning tools e.g. brush, duster etc</li> <li>iv. Cutting tools e.g. scissors, pinking shears etc</li> <li>v. Fitting tools e.g. standing mirror, dummy etc</li> <li>vi. Processing tools e.g. iron, ironing board etc.</li> </ol>	<p>Teacher: Displays the sewing tools used in garment construction and guide the students to identify them.</p> <p>Resources: Samples of sewing tools.</p>
5	<p><b>SEWING EQUIPMENT (THE SEWING MACHINE)</b></p> <ol style="list-style-type: none"> <li>i. Parts of the sewing machine and their functions.</li> <li>ii. Care of the sewing machine – oiling, dusting, servicing etc</li> <li>iii. Operating the sewing machine</li> </ol>	<p>Teacher: Guides the students to identify the parts of the sewing machine and their functions.</p> <p>Resources: The sewing machine</p>
6	<p><b>SEWING EQUIPMENT</b></p> <ol style="list-style-type: none"> <li>i. Other machines – embroidery machine, interlocking machine etc.</li> <li>ii. Uses of each equipment</li> <li>iii. Factors that influence the choice of tools and equipment e.g. money, space etc.</li> </ol>	<p>Teacher: Leads the students to identify other machines like embroidery and interlocking machines, their uses and the factors that influence the choice of sewing tools and equipment.</p> <p>Resources: Charts</p>
7	<p><b>GENERAL SAFETY PRECAUTIONS IN CLOTHING AND TEXTILES.</b></p> <p>Safety Precautions in</p> <ul style="list-style-type: none"> <li>- Use of tools</li> <li>- Use of equipment</li> <li>- Use of the laboratory</li> <li>- Use of instructional manual for tools and equipment.</li> </ul>	<p>Teacher: Leads the discussion on the proper handling of tools, equipment and laboratory.</p> <p>Resources: Instructional manual.</p>

8	<b>ESSENTIALS OF GARMENT CONSTRUCTION</b> <ul style="list-style-type: none"> <li>- Basic body measurement</li> <li>- Study of figure types</li> <li>- Influence of figure types on the selection of styles.</li> </ul>	Teacher: Demonstrates how to take body measurements and leads discussion on the study of figures, types and its influence on the selection of styles. Resources: Collection of pictures of different styles and figure types.
9	<b>ESSENTIALS OF GARMENT CONSTRUCTION</b> <ul style="list-style-type: none"> <li>- Uses of different styles</li> <li>- Factors that influence the quantities of fabric to buy</li> <li>- Estimating the quantity of fabric to buy</li> </ul>	Teacher: Guides the students to list the factors that influence the selections and purchase of materials for garment construction. Resources: Tape measure, note book etc.
10	<b>SIMPLE PATTERNS</b> <ul style="list-style-type: none"> <li>- Types of commercial patterns – printed, perforated etc</li> <li>- Trade mark for commercial patterns e.g. vogue, butte rick etc</li> <li>- Commercial patterns – choice, alteration and uses.</li> </ul>	Teacher: Leads discussion on the uses, choice and alteration of commercial pattern. Resources: Samples of commercial patterns.
11	Revision	Revision
12	Examination	Examination

## CLOTHING AND TEXTILES

### SSS 1 THIRD TERM

WEEK	TOPIC/CONTENTS	ACTIVITIES
1	<b>DRAFTING SIMPLE PATTERNS</b> <ul style="list-style-type: none"> <li>- Pattern symbols and their meanings – drafts, notches etc</li> <li>- Simple patterns – apron, pillow case, school bags etc</li> </ul>	Teacher: Discusses the different pattern markings and their uses Resources: Sample pattern with symbols
2	<b>MAKING SIMPLE GARMENTS</b> Pattern Laying and Cutting out Procedures. <ul style="list-style-type: none"> <li>- Preparation of fabric</li> <li>- Laying out of pattern pieces</li> <li>- Transferring pattern markings</li> <li>- Cutting out.</li> </ul>	Teacher: Demonstrates the steps in pattern laying and cutting out. Resources: Pattern pieces and fabric

3	<p>MAKING SIMPLE GARMENTS</p> <ul style="list-style-type: none"> <li>- Tacking of garment pieces for first fitting</li> </ul>	<p>Teacher: Demonstrates how to tack garment for first fitting. Resources: Garment pieces and sewing tools.</p>
4	<p>BASIC STITCHES</p> <ul style="list-style-type: none"> <li>- Temporary stitches</li> <li>- Permanent stitches</li> <li>- Decorative stitches – (Practical)</li> </ul>	<p>Teacher: Demonstrates how to make the basic stitches. Resources: Pieces of fabrics, sewing thread needles etc.</p>
5	<p>GARMENT MAKING PROCESSES</p> <ol style="list-style-type: none"> <li>i. Seams – open/plain, French, run and fell etc</li> <li>ii. Edge finishing – hemming, lace attachment etc</li> </ol>	<p>Teacher: Demonstrates how to make different types of seams and edge finishing Resources: Pieces of fabric, sewing thread and needles, thimble etc</p>
6	<p>GARMENT MAKING PROCESSES</p> <ol style="list-style-type: none"> <li>i. Openings – faced, bound etc</li> <li>ii. Fastenings – zippers, press stud etc.</li> </ol>	<p>Teacher: Demonstrates how to make opening and fastening. Resource: Pieces of fabric, zippers, press stud, thread, needle, etc</p>
7	<p>GARMENT MAKING PROCESSES</p> <ol style="list-style-type: none"> <li>i. Cross-way strips – cutting and application</li> <li>ii. Photo album of basic stitches and garment making processes.</li> </ol>	<p>Teacher: Demonstrates how to cut and apply cross way strips and guide the students to make the photo album. Resources: Fabric and Sample of photo album</p>
8	<p>HOUSEHOLD LAUNDRY</p> <ol style="list-style-type: none"> <li>i. Definition and importance of laundering.</li> <li>ii. Preparation of garments for washing – sorting, mending, steeping etc</li> <li>iii. Methods of hand washing; friction, kneading and squeezing etc.</li> <li>iv. Other laundry processes; bleaching, blueing etc.</li> <li>v. Care label symbols e.g. water temperature</li> </ol>	<p>Teacher: Defines laundering and leads the discussion on the processes of laundering. Lead discussion on the types and functions of care label symbols. Resources: Charts of the process of laundering. Samples of care labels.</p>
9	<p>LAUNDRY FINISHING</p> <ol style="list-style-type: none"> <li>i. Types and methods of finishing of clothes e.g. ironing, pressing, airing etc</li> </ol>	<p>Teacher: Leads discussion on types of finishing in laundering and the rules to observe when ironing and storing clothes. Resources: Charts on laundry</p>

	ii. Machine wash and dry cleaning.	finishing.
10	STAINS i. Definition and types of stain – animal, vegetable etc ii. General guidelines for stain removal.	Teacher: Leads discussion on identifying types of stain and their origin. Resources: Stain album.
11	STAIN REMOVAL i. Stain removing agents – e.g. kerosene, bleaches etc. ii. Removal of specific stains – fruit juice, blood, ink etc. (Practical Lesson)	Teacher: Discusses and lists the stain removing agents and guidelines for removing stains. Explains step by step the procedures for removing different stains. Resources: Samples of stains and stain removing agents.
12	Revision	Revision
13	Examination	Examination

## INTERPRENEURSHIP (TRADE SUBJECTS)

### BLOCK LAYING AND BRICK LAYING

#### SS1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>WORKING AND SITE SAFETY</b> -Various safety rules at work site. -Factory act of safety workers. -First aid box. -Purpose of safety -Safety regulations	Teacher safety charts, show films or slides on safety in building industries, demonstrate safety e.g put on helmet.  Students identify safety charts, put on safety protection equipments, e.g. safety shoes, mention materials in first aid box. Learning materials, carton.
2	<b>BASIC TOOLS AND EQUIPMENTS USED IN</b>	Teacher present/identify hand tools, equipments etc, sketch of live tools.

	<p><b>BLOCK/BRICK LAYING</b></p> <p>Identification of basic hand tools.</p> <p>Uses of basic hand tools and equipments.</p>	<p>Students observe each tools, sketch each tools.</p> <p>Resources; live tools/drawing</p>
3	<p><b>BASIC TOOLS AND EQUIPMENTS IN USE</b></p> <p>Sketching of basic hand tools.</p>	<p>Teacher present/identify hand tools, equipments etc, sketch of live tools.</p> <p>Students observe each tools, sketch each tools.</p> <p>Resources; live tools/drawing</p>
4	<p><b>TOOLS AND EQUIPMENTS IN BLOCK/ BRICKLAYING</b></p> <p>-Identification and uses of block laying/ brick laying tools.</p> <p>-Simple maintenance of the tools.</p>	<p>Teacher present/identify hand tools, equipments etc, sketch of live tools.</p> <p>Students observe each tools, sketch each tools.</p> <p>Resources; live tools/drawing</p>
5	<p><b>THE BUILDING TEAM</b></p> <p>-Various members of the building team.</p> <p>-Functions and responsibilities.</p>	<p>Name members of building team, demonstrate each of the members, draw the organization chart.</p> <p>Students write down the members of various team, draw/participate in demonstrating of each member.</p> <p>Resources; charts, individual.</p>
6	<p><b>THE BUILDING TEAM</b></p> <p>Statutory personnel, organizational chart.</p>	<p>of building team, demonstrate each of the members, draw the organization chart.</p> <p>Students write down the members of various team, draw/participate in demonstrating of each member.</p> <p>Resources; charts, individual.</p>

7	<b>SITE AND ORGANIZATION;</b> Building sites, Preliminary operations	Teacher present drawing of site layout.  Students demonstrate on site, draw site layout  Resources; a plot of land, equipment and materials.
8	<b>SITE AND ORGANIZATION</b> Site layout, site safety.	Teacher present drawing of site layout.  Students demonstrate on site, draw site layout  Resources; a plot of land, equipment and materials.
9	<b>SITE PREPARATION</b> Tools and equipments used for site preparation. -Leveling techniques	Teacher present drawing of site clearing leveling equipment.  Students draw charts down tools and equipment for site preparation.
10	<b>SETTING OUT</b> -Methods of setting out -Soil and site investigation -Setting out tools and materials.	Teacher present live materials and tools for setting out, organize practical setting out.  Students observe materials and tools closely, draw tools, participate in setting out.
11	<b>EXCAVATION OF TRENCHES</b> -Concepts of excavation -Soil classification -Method of excavation -Tools of excavation -Functions of excavation	Teacher name some excavators (e.g shovel, dragline etc), organize visit to a firm where equipments are used.  Students observe some of the equipments at work, draw some of the equipments and report observations.  Resources; charts/drawing of equipments.
12	<b>EXCAVATION OF TRENCHES</b> Problems associated with	Teacher mention some of the problems, give examples (e.g. rock, water table flood, etc. students take down notes.



	excavation e.g. work etc.	Resources; process of stone, sand and water.
13	<b>REVISION</b>	
14	<b>EXAMINATION</b>	

## BLOCK LAYING AND BRICK LAYING

### SS1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>EXCAVATION OF TRENCHES</b></p> <p>Timbering to trenches</p> <p>Types of timbering to trenches (use drawing).</p>	<p>Teacher show drawing of types of timbering to trenches, state types of soil, present timber for timbering purposes.</p> <p>Students put down points and drawings.</p>
2	<p><b>BUILDING FOUNDATION</b></p> <p>-Purpose of foundation</p> <p>-Types of foundation e.g ship, pile, raft, pad, etc (drawings)</p>	<p>Teacher show tools for foundation work, present materials for foundation work,, explain the various types of foundation.</p> <p>Students define foundation, identify tools, and equipments for foundation production, identify materials for foundation.</p> <p>Resources; show charts of various types of foundation.</p>
3	<p><b>BUILDING FOUNDATION</b></p> <p>Factors influencing the choice of foundation.</p> <p>Nature and types of soil</p> <p>Types of structures and proximity to existing structure.</p>	<p>Teacher show tools for foundation work, present materials for foundation work,, explain the various types of foundation.</p> <p>Students define foundation, identify tools, and equipments for foundation production, identify materials for foundation.</p> <p>Resources; show charts of various types of foundation</p>

4	<p><b>MANUFACTURE APPLICATION AND PROPERTIES OF BLOCKS/BRICKS</b></p> <p>Manufacturing processes of block/brick, materials used for brick/blocks, e.g. sand cement, clay literite and water</p>	<p>Teacher displays various block/brick laying tools, equipments, explain the procedures for block/brick mentiora materials.</p> <p>Students identify various types hand tools, blocks, and bricks. Explain the use of tools.</p> <p>Resources; clay, fine aggrege cement, moulds etc</p>
5	<p><b>MANUFACTURE APPLICATION AND PROPERTIES OF BLOCKS/BRICKS</b></p> <p>Properties and types of blocks/bricks</p>	<p>Teacher displays various block/brick laying tools, equipments, explain the procedures for block/brick mentiora materials.</p> <p>Students identify various types hand tools, blocks, and bricks. Explain the use of tools.</p> <p>Resources; clay, fine aggregate, cement, moulds etc</p>
6	<p><b>TOOLS AND EQUIPMENTS FOR CONCRETING</b></p> <p>Concreting tools and equipments</p>	<p>Teacher show live tools and equipments, states their uses and care. Students list tools and equipments, identify various tools and equipments, state uses and care.</p> <p>Resources; charts, and live tools.</p>
7	<p><b>TOOLS AND EQUIPMENTS FOR CONCRETING</b></p> <p>Uses of concreting tools and equipments</p>	<p>Teacher show live tools and equipments, states their uses and care.</p> <p>Students list tools and equipments, identify various tools and equipments, state uses and care.</p> <p>Resources; charts, and live tools.</p>
8	<p><b>TOOLS AND EQUIPMENTS FOR CONCRETING</b></p> <p>Maintenance and cure for concreting tools and equipments.</p>	<p>Teacher displays concreting tools and equipments, charts/drawing, explain the use of various tools and equipments, organize site visit.</p> <p>Students identify hand tools and equipments and for concreting, state their uses, draw concreting tools and equipments.</p>

		Resources; tools and equipments (live/drawings)
9	<b>CONCRETING</b> Definition of concrete Various components of concrete.	Teacher defines concrete, states components of concrete, state materials for concrete, state mixing ratio of various concrete.  Students define concrete, identify components of concrete, mention materials for concrete, state mixing ratio for various concrete.  Resources; cement, fine coarse aggregate, tools.
10	<b>CONCRETING</b> Concreting Coarse and fine aggregate Mixing proportion of concrete.	Teacher defines concrete, states components of concrete, state materials for concrete, state mixing ratio of various concrete.  Students define concrete, identify components of concrete, mention materials for concrete, state mixing ratio for various concrete.  Resources; cement, fine coarse aggregate, tools.
11	Revision	Revision
12	Examination	Examination

### BLOCK LAYING AND BRICK LAYING

#### SS1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>CONCRETING</b> Properties of concrete	Teacher discusses properties of concrete and its application.  Students take down notes.  Resources; cement, fine coarse aggregate.

2	<p><b>CEMENT</b></p> <p>Definition of cement</p> <p>Types of cement e.g ordinary, Portland, rapid, hardening, lulite cement etc</p>	<p>Teachers define cement, explain processes of cement manufacture, state types of cement.</p> <p>Students list types of cement and properties of cement.</p> <p>Resources; display e.g bag of cement.</p>
3	<p><b>CEMENT</b></p> <p>Manufacturing process of Portland cement.</p>	<p>Teachers define cement, explain processes of cement manufacture, state types of cement.</p> <p>Students list types of cement and properties of cement.</p> <p>Resources; display e.g bag of cement.</p>
4	<p><b>CEMENT</b></p> <p>Cement storage (silos and bags)</p>	<p>Teachers define cement, explain processes of cement manufacture, state types of cement.</p> <p>Students list types of cement and properties of cement.</p> <p>Resources; display e.g bag of cement.</p>
5	<p><b>FINISHING TOOLS AND EQUIPMENTS</b></p> <p>Types of finishing tools and equipments.</p>	<p>Teacher display finishing tools and equipments, states uses of the tools and equipments. Students identify finishing tools and equipment, state the uses, draw various types of finishing and equipments.</p> <p>Resources; charts of finishing tools, equipments and tiles, charts finishing materials (e.g files)</p>
6	<p><b>FINISHING TOOLS AND EQUIPMENTS</b></p> <p>Uses of finishing tools and equipments</p>	<p>Teacher display finishing tools and equipments, states uses of the tools and equipments. Students identify finishing tools and equipment, state the uses, draw various types of finishing and equipments.</p> <p>Resources; charts of finishing tools, equipments and tiles, charts finishing materials (e.g files)</p>

7	<b>FINISHING TOOLS AND EQUIPMENTS</b> Maintenance and care of tools and equipments.	Teacher display finishing tools and equipments, states uses of the tools and equipments. Students identify finishing tools and equipment, state the uses, draw various types of finishing and equipments.  Resources; charts of finishing tools, equipments and tiles, charts finishing materials (e.g files)
8	<b>CHARACTERISTICS OF VARIOUS FINISHING MATERIALS</b> Types of finishing materials.	State the uses of finishing materials e.g filed, paint etc  State care of finishing tools/equipments.  Resources; tools and equipments, materials e.g. file paints etc
9	<b>CHARACTERISTICS OF VARIOUS FINISHING MATERIALS</b> Uses of finishing materials	State the uses of finishing materials e.g. filed, paint etc  State care of finishing tools/equipments.  Resources; tools and equipments, materials e.g. file paints etc
10	<b>CHARACTERISTICS OF VARIOUS FINISHING MATERIALS</b> Care and maintenance of finishing materials.	State the uses of finishing materials e.g. filed, paint etc  State care of finishing tools/equipments.  Resources; tools and equipments, materials e.g. file paints etc
11	Revision	Revision
12	Examination	Examination

## CARPENTRY AND JOINERY

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
	<b>WORKSHOP RULES AND REGULATION</b>	
1	Personal safety	i. Displays safety posters ii. Demonstrates safety practices

		iii.	Black board
2	Machine safety in a Workshop	i. ii.	Explain workshop rules and regulations Posters
3	Electrical safety	i. ii.	Observe safety Demonstrate safety practices
4	Mechanical fault safety	i. ii.	Demonstrate some workshop rules Posters displayed
5	General safety in a workshop	i. ii. iii.	Explain some workshop rules Demonstrate the right way of handling tools Observe posters displayed
	<b>FIRST AID</b>		
7	First aid material in a workshop	i. ii.	List and state the uses of first aid materials Demonstrate the application of first aid
8	First aid application	i. ii.	Demonstrate the application Charts and posters
	<b>HAND TOOLS</b>		
9	Marking out tools, arriving tools, abrading tools	i. ii. iii.	Sketch and explain the uses of hand tools Students to sketch hand tools Charts and posters
10	Pairing and sharing tools	i. ii. iii.	Explain how to maintain hand tools Sketch hand tools Charts and posters
11	Holding and supporting tools	i. ii.	Explain types of holding and supporting tools Hand tools and posters
12-13	Revision and Examination		Revision and Examination

## CARPENTRY AND JOINERY

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
	<b>HAND TOOLS MAINTENANCE</b>	

1	Maintenance of planes and saws	<ul style="list-style-type: none"> <li>i. Explain how the blade and saw tack ought to be sharpened</li> <li>ii. Demonstrate o how top shape the blade</li> <li>iii. Hand tools</li> </ul>
2	Maintenance of bench vice, cramps, hammers	<ul style="list-style-type: none"> <li>i. Explain how to maintain the tools</li> <li>ii. Sketch the tools</li> <li>iii. Charts and posters</li> </ul>
<b>TIMBER</b>		
3	Growth and structure of a timber	<ul style="list-style-type: none"> <li>i. Explain how timber grows</li> <li>ii. Sketches of timber structure</li> <li>iii. Charts and posters</li> </ul>
4	Timber conversion	<ul style="list-style-type: none"> <li>i. Explain the methods of timber conversion</li> <li>ii. Sketch the types of timber conversion</li> <li>iii. Charts and posters</li> </ul>
5	Defect in timber	<ul style="list-style-type: none"> <li>i. Explain the types of defects in timber</li> <li>ii. Pieces of Madzuith defects</li> </ul>
6	Prevention of timber defects (Timber Seasoning)	<ul style="list-style-type: none"> <li>i. Explain how some defects can be prevented</li> <li>ii. Demonstrate on the ways to prevent timber defects</li> </ul>
7	Timber preservation	<ul style="list-style-type: none"> <li>i. Explain the methods of timber preservation</li> <li>ii. Sketch the items used for preservation</li> </ul>
<b>SOURCES AND PRODUCTS OF TIMBER</b>		
8	Veneer	<ul style="list-style-type: none"> <li>i. The method of cutting veneer</li> <li>ii. Types of veneer</li> <li>iii. Charts and posters</li> </ul>
9	Manufactured board (plywood)	<ul style="list-style-type: none"> <li>i. Explain types and uses of plywood</li> <li>ii. Sketch the types of plywood</li> <li>iii. Different types o plywood</li> </ul>
10	Particle board, lami board	<ul style="list-style-type: none"> <li>i. Explain types and uses</li> <li>ii. Sketch different types of manufactured boards</li> <li>iii. Charts and posters</li> </ul>
11-12	Revision and examination	Revision and examination

### CARPENTRY AND JOINERY

#### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
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<b>TIMBER PREPARATION</b>		
1	Sequence of timber preparation to size	<ul style="list-style-type: none"> <li>i. Explain steps in preparing wood</li> <li>ii. Student plane to flatness</li> <li>iii. Small size of timber for students to plane</li> </ul>
2	Developing preliminary sketches	<ul style="list-style-type: none"> <li>i. Explain three dimensional lines in drawing</li> <li>ii. Students to sketch some articles</li> <li>iii. Drawing instrument</li> </ul>
3	Final and the marking drawing	<ul style="list-style-type: none"> <li>i. Explain how to use the instrument for final drawing, other graphic, sectioning and exploded view</li> </ul>
<b>IDENTIFICATION OF COMMON JOINTS</b>		
4	Widening joints	<ul style="list-style-type: none"> <li>i. Explain the types of widening joint</li> <li>ii. Sketch different types of widening joints</li> <li>iii. Project made by widening joint</li> </ul>
5	Angle joint	<ul style="list-style-type: none"> <li>i. Explain the various types of angle joints</li> <li>ii. Students to sketch different types of framing joints</li> <li>iii. Projects made by angle joints</li> </ul>
6	Types of housing joints	<ul style="list-style-type: none"> <li>i. To produce mood housing, e.g. through housing and stop housing joint</li> </ul>
7	Framing joints	<ul style="list-style-type: none"> <li>i. Explain and cut types of framing joints e.g. mortise and tenan</li> <li>ii. Students to construct a small size stool</li> <li>iii. Project produce from mortise and tenan</li> </ul>
8	Halving Joints	<ul style="list-style-type: none"> <li>i. Demonstrate to students how to make and cut halving joints</li> <li>ii. Students to produce a small door frame</li> <li>iii. Posters</li> </ul>
9	Dovetail joint	<ul style="list-style-type: none"> <li>i. Demonstrate on how to mark and cut a dovetail joint</li> <li>ii. Students are to demonstrate by marking and cutting the dovetail joint</li> <li>iii. Posters</li> </ul>
10	Good requirement of a joint	<ul style="list-style-type: none"> <li>i. Explain the quantity of a good joint e.g. rigidity, stability</li> </ul>



		ii. Sketch different types of joints iii. Posters
<b>ABRASIVES</b>		
11	Abrading tools	i. Explain abrasives and abrading tools ii. Demonstrate to students the use of abrasives and abrading iii. Students should identify the grades of abrasives
12	Types of abrasives	i. Explain how to make choice of abrasives ii. Students should where every grade of abrasive until be best use
13-14	Revision & Examination	Revision & Examination

## CATERING CRAFT

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
<b>HOSPITALITY INDUSTRY/CATERING</b>		
1	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Definition of hospitality Industry</li> <li>• Types of hospitality industry</li> <li>• Definition of catering</li> <li>• Definition of craft</li> </ul>	Teacher: Explains the meaning of Hospitality Industry. Relates catering craft to hospitality industry. Discusses the components of hospitality industry Students: Participate in the discussion. Participate in the identification of the various Hospitality Industry. Copy board summary Teaching and Learning Materials: Charts on Hospitality segments. Pictures of several hospitality segment
2	<b>HOSPITALITY INDUSTRY</b> <ul style="list-style-type: none"> <li>• Origin of catering</li> <li>• Careers in catering craft</li> </ul>	Teacher: Explains the meaning of Hospitality Industry. Relates catering craft to hospitality industry. Discusses the components of hospitality industry Students: Participate in the discussion. Participate in the identification of the various Hospitality Industry. Copy board summary Teaching and Learning Materials: Charts on Hospitality segments. Pictures of several hospitality segment
3	<b>HOSPITALITY INDUSTRY</b>	Teacher: Explains the meaning of

	<ul style="list-style-type: none"> <li>• Components of hospitality industry</li> <li>• Tourism</li> <li>• Food and nutrition</li> <li>• Food and beverage services</li> <li>• Accommodation operations</li> <li>• Food production</li> <li>• Classification of Hospitality industry e.g. 5 star hotel, first class hotel, deluxe hotel</li> <li>• Types of Hotels <ul style="list-style-type: none"> <li>- Commercial Transient hotel</li> <li>- Resort hotel</li> <li>- Residential hotel</li> <li>- Motel or motor hotel</li> </ul> </li> </ul>	<p>Hospitality Industry. Relates catering craft to hospitality industry. Discusses the components of hospitality industry</p> <p>Students: Participate in the discussion. Participate in the identification of the various Hospitality Industry. Copy board summary</p> <p>Teaching and Learning Materials: Charts on Hospitality segments. Pictures of several hospitality segment</p>
<b>TYPES OF CATERING ESTABLISHMENTS</b>		
4	<p><b>Types of Catering Establishments</b> e.g. hotel, restaurant, hospital catering, outdoor catering, indoor catering, school catering, mobile catering.</p>	<p>Teacher: Explains the various catering establishments. Guides discussions on the choice of establishment</p> <p>Students: Ask and answer questions. Participate in the discussions of the choice of establishment</p> <p>Teaching and learning materials: Charts of different types of establishments. Pictures of the various types of establishments.</p>
5	<p><b>Types of Catering Establishments.</b></p> <ul style="list-style-type: none"> <li>• Functions of catering establishments</li> <li>• Visit to a speciality restaurant e.g. <ul style="list-style-type: none"> <li>- Indian restaurant</li> <li>- Chinese restaurant</li> <li>- African restaurant</li> </ul> </li> </ul>	<p>Teacher: Explains the various catering establishments. Guides discussions on the choice of establishment</p> <p>Students: Ask and answer questions. Participate in the discussions of the choice of establishment</p> <p>Teaching and learning materials: Charts of different types of establishments. Pictures of the various types of establishments.</p>
6	<p><b>CULINARY TERMS</b></p> <ol style="list-style-type: none"> <li>i. Definition of culinary terms</li> <li>ii. Culinary terms</li> </ol>	<p>Teacher: Explains various culinary terms and their meanings. Explains the meaning of culinary terms used in catering</p>

	<p>commonly used in catering.</p> <p>iii. Uses of culinary terms</p>	<p>Students: Ask and answer questions. Copy chalk board summary Teaching and Learning Materials: Charts on culinary terms.</p>
7	<p><b>CULINARY TERMS</b></p> <p>iii. Glossary of culinary terms</p> <p>iv. Project work on culinary terms</p>	<p>Teacher: Explains various culinary terms and their meanings. Explains the meaning of culinary terms used in catering Students: Ask and answer questions. Copy chalk board summary Teaching and Learning Materials: Charts on culinary terms.</p>
8	<p><b>SAFETY PRECAUTIONS IN CATERING.</b></p> <p>iii. Definition of safety</p> <p>iv. Definition of precaution</p> <p>v. Types and causes of accidents</p>	<p>Teacher: Explain the various types of accidents and their causes; various preventive measures and management Students: Participate in discussions. Identify the different items in a First Aid Box Teaching and Learning Material: First Aid Box, bucket of fine sand. Fire extinguisher.</p>
9	<p><b>SAFETY PRECAUTIONS IN CATERING.</b></p> <p>iv. Prevention of accidents in catering establishment</p> <p>v. Management of accidents in catering establishment</p> <ul style="list-style-type: none"> <li>- Burns and scalds</li> <li>- Electric shock</li> <li>- Falls, cuts</li> </ul>	<p>Teacher: Explain the various types of accidents and their causes; various preventive measures and management Students: Participate in discussions. Identify the different items in a First Aid Box Teaching and Learning Material: First Aid Box, bucket of fine sand. Fire extinguisher.</p>
10	<p><b>SAFETY PRECAUTIONS IN CATERING.</b></p> <p>First Aid Box</p> <ul style="list-style-type: none"> <li>- Definition of first aid</li> <li>- Content of first aid box</li> <li>- Uses of first aid box in catering establishment</li> <li>- Importance of first</li> </ul>	<p>Teacher: Explain the various types of accidents and their causes; various preventive measures and management Students: Participate in discussions. Identify the different items in a First Aid Box Teaching and Learning Material: First Aid Box, bucket of fine sand. Fire extinguisher.</p>

	aid box in the kitchen	
11	<p><b>SAFETY PRECAUTION IN CATERING.</b></p> <p>Fire fighting equipment</p> <ul style="list-style-type: none"> <li>- Types of fire</li> <li>- Types of fire fighting equipment/material and their uses</li> </ul> <p>Fire fighting equipment/material e.g. fire extinguishers, foam cream extinguisher, hose, fire blanket, dry sand water</p>	<p>Teacher: Explain the various types of accidents and their causes; various preventive measures and management</p> <p>Students: Participate in discussions. Identify the different items in a First Aid Box</p> <p>Teaching and Learning Material: First Aid Box, bucket of fine sand. Fire extinguisher.</p>
12	Revision	Revision
13	Examination	Examination

## CATERING CRAFT

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
<b>SANITATION AND HYGIENE</b>		
1	<ul style="list-style-type: none"> <li>• Definition of sanitation</li> <li>• Types of sanitation               <ul style="list-style-type: none"> <li>- Water sanitation</li> <li>- Environmental sanitation</li> </ul> </li> <li>• Importance of sanitation and hygiene in catering establishment</li> </ul>	<p>Teacher: Explains the types of sanitation and hygiene/environmental hygiene. Demonstrates sanitation(hand washing). Explains kitchen and personal hygiene.</p> <p>Students: Practice hand washing and cleaning of kitchen and the environment.</p> <p>Teaching and Learning Materials: Charts on sanitation and hygiene. Pictures of tools for personal and kitchen hygiene.</p>
2	<p><b>SANITATION AND HYGIENE</b></p> <ul style="list-style-type: none"> <li>i. Food safety practices</li> <li>ii. Rules to prevent food contamination.</li> </ul>	<p>Teacher: Explains the types of sanitation and hygiene/environmental hygiene. Demonstrates sanitation(hand washing). Explains kitchen and personal hygiene.</p> <p>Students: Practice hand washing and cleaning of kitchen and the environment.</p> <p>Teaching and Learning Materials:</p>

		Charts on sanitation and hygiene. Pictures of tools for personal and kitchen hygiene.
3	<b>SANITATION AND HYGIENE</b> <ol style="list-style-type: none"> <li>i. Kitchen hygiene</li> <li>ii. Food hygiene</li> <li>iii. Personal hygiene</li> <li>iv. Practical demonstration</li> </ol>	<p>Teacher: Explains the types of sanitation and hygiene/environmental hygiene. Demonstrates sanitation(hand washing). Explains kitchen and personal hygiene.</p> <p>Students: Practice hand washing and cleaning of kitchen and the environment.</p> <p>Teaching and Learning Materials: Charts on sanitation and hygiene. Pictures of tools for personal and kitchen hygiene.</p>
<b>STUDY OF FOOD COMMODITIES</b>		
4	<b>COMMODITIES AND PRINCIPLES OF COOKING METHODS.</b> <ol style="list-style-type: none"> <li>i. Food Commodities e.g. poultry, game, turkey</li> <li>ii. Definition of poultry</li> <li>iii. Structure of a poultry</li> <li>iv. Types of poultry</li> <li>v. Cuts of poultry</li> <li>vi. Food value of poultry</li> <li>vii. Factors to consider when choosing poultry.</li> </ol>	<p>Teacher: Discusses the various food commodities and cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods.</p> <p>Students: Participate in the discussions. Practice some cooking methods</p> <p>Teaching and learning Materials: Different food Commodities, Charts of Various food commodities, cooking equipment and utensils.</p>
5	<b>STUDY OF FOOD COMMODITIES AND PRINCIPLES OF COOKING METHODS</b> <ol style="list-style-type: none"> <li>1. Meat <ul style="list-style-type: none"> <li>- Definition of meat</li> <li>- Types of meat e.g. veal, pork, lamb, mutton etc</li> <li>- Structure of meat</li> <li>- Food value of meat</li> <li>- Cuts of meat</li> <li>- Methods of cooking meat e.g. boiling, frying etc.</li> <li>- Practical work</li> </ul> </li> </ol>	<p>Teacher: Discusses the various food commodities and cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods.</p> <p>Students: Participate in the discussions. Practice some cooking methods</p> <p>Teaching and learning Materials: Different food Commodities, Charts of Various food commodities, cooking equipment and utensils.</p>
6	<b>STUDY OF FOOD COMMODITIES AND PRINCIPLES OF COOKING</b>	<p>Teacher: Discusses the various food commodities and cooking methods. Demonstrates the cooking of the</p>

	<p><b>METHODS FISH</b></p> <ul style="list-style-type: none"> <li>- Definition of fish</li> <li>- Types of fish e.g. cat fish, stock fish etc</li> <li>- Food value of fish</li> <li>- Factors to consider when choosing fish for cooking</li> <li>- Methods of cooking fish e.g. steaming, roasting etc</li> </ul>	<p>different food commodities using various cooking methods.  Students: Participate in the discussions. Practice some cooking methods  Teaching and learning Materials: Different food Commodities, Charts of Various food commodities, cooking equipment and utensils</p>
7	<p><b>STUDY OF FOOD COMMODITIES AND PRINCIPLES OF COOKING METHODS. CEREALS.</b></p> <ul style="list-style-type: none"> <li>- Types of cereals e.g. rice, wheat, maize etc</li> <li>- Food value of cereals</li> <li>- Methods of cooking cereals e.g. boiling, roasting etc</li> </ul> <p>Pulses.</p> <ul style="list-style-type: none"> <li>- Types of pulses e.g. beans, groundnuts, soya beans etc</li> <li>- Food value of pulses</li> <li>- Method of cooking e.g. boiling, steaming etc</li> </ul>	<p>Teacher: Discusses the various food commodities and cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods.  Students: Participate in the discussions. Practice some cooking methods  Teaching and learning Materials: Different food Commodities, Charts of Various food commodities, cooking equipment and utensils</p>
8	<p><b>STUDY OF FOOD COMMODITIES AND PRINCIPLES OF COOKING METHODS. VEGETABLES</b></p> <ul style="list-style-type: none"> <li>- Types of vegetables e.g. leafy vegetables, root vegetables etc</li> <li>- Food value of vegetables</li> <li>- Methods of cooking vegetables e.g. steaming, boiling, stewing etc</li> </ul> <p>Fruits:</p> <ul style="list-style-type: none"> <li>- Types of fruits e.g.</li> </ul>	<p>Teacher: Discusses the various food commodities and cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods.  Students: Participate in the discussions. Practice some cooking methods  Teaching and learning Materials: Different food Commodities, Charts of Various food commodities, cooking equipment and utensils</p>

	<p>orange, paw-paw, mango etc</p> <ul style="list-style-type: none"> <li>- Food value of fruits</li> </ul> <p>Herbs, Spices and Flavourings</p> <ul style="list-style-type: none"> <li>- Types of herbs, spices and flavouring</li> <li>- Uses of herbs, spices and flavouring</li> </ul>	
9	<p><b>STUDY OF FOOD COMMODITIES AND PRINCIPLES OF COOKING METHODS.</b></p> <p>Dairy Products:</p> <ul style="list-style-type: none"> <li>- Types of dairy products e.g. milk, cheese, yoghurt etc</li> <li>- Methods of preserving milk e.g. evaporation, dehydration etc</li> <li>- Food value of milk</li> <li>- Uses of milk e.g. In pudding, In hot and cold drinks etc</li> </ul>	<p>Teacher: Discusses the various food commodities and cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods.</p> <p>Students: Participate in the discussions. Practice some cooking methods</p> <p>Teaching and learning Materials: Different food Commodities, Charts of Various food commodities, cooking equipment and utensils</p>
10	<p><b>STUDY OF FOOD COMMODITIES AND PRINCIPLES OF COOKING METHODS.</b></p> <p><b>EGGS:</b></p> <ul style="list-style-type: none"> <li>- Types of eggs e.g. chicken egg, goose egg etc</li> <li>- Factors to be considered when choosing eggs</li> <li>- Food value of eggs</li> <li>- Structure of an egg</li> <li>- Uses of egg in cookery</li> <li>- Methods of cooking eggs e.g. boiling, scrambling etc</li> </ul>	<p>Teacher: Discusses the various food commodities and cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods.</p> <p>Students: Participate in the discussions. Practice some cooking methods</p> <p>Teaching and learning Materials: Different food Commodities, Charts of Various food commodities, cooking equipment and utensils</p>
11	Revision	Revision
12	Examination	Examination

## CATERING CRAFT

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
<b>PRINCIPLES OF COOKING METHODS</b>		
1	<p><b>COOKING METHODS</b></p> <ul style="list-style-type: none"> <li>- Frying, poaching, microwaving, roasting, stewing, baking, steaming, boiling, grilling,</li> </ul> <p>Grouping Cooking Methods:</p> <ul style="list-style-type: none"> <li>a. Cooking in water e.g. poaching, boiling stewing, steaming, braising.</li> <li>b. Cooking in oil e.g. shallow frying, deep frying, sautéing</li> <li>c. Cooking in dry heat e.g. roasting, baking, grilling.</li> </ul> <p>Reasons for Cooking Food</p>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>
2	<p><b>PRINCIPLES OF COOKING METHODS:</b></p> <ul style="list-style-type: none"> <li>i. Method of cooking <ul style="list-style-type: none"> <li>- Cooking in water e.g. boiling, stewing etc</li> </ul> </li> <li>ii. Advantages and disadvantages of the cooking methods</li> <li>iii. Practical</li> </ul>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>
3	<p><b>PRINCIPLES OF COOKING METHODS:</b></p> <ul style="list-style-type: none"> <li>i. Cooking methods. <ul style="list-style-type: none"> <li>- Cooking in oil e.g. deep frying, shallow frying etc</li> </ul> </li> <li>ii. Advantages and disadvantages of cooking methods.</li> <li>iii. Practical</li> </ul>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>



4	<p><b>PRINCIPLES OF COOKING METHODS:</b></p> <p>i. Cooking methods.</p> <ul style="list-style-type: none"> <li>- Cooking in dry heat e.g. baking, roasting etc</li> </ul> <p>ii. Advantages and disadvantages of the cooking methods</p> <p>iii. Practical</p>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>
5	<p><b>PRINCIPLES OF COOKING METHODS:</b></p> <p>Preparation of food commodities</p> <ul style="list-style-type: none"> <li>- Rice and stew with beef</li> <li>- Vegetable with salad</li> <li>- Practical</li> </ul>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>
6	<p><b>PRINCIPLES OF COOKING METHODS:</b></p> <p>Preparation of food commodities</p> <ul style="list-style-type: none"> <li>- Vegetables soup with fish and semovita</li> <li>- Fruit salad</li> <li>- Practical</li> </ul>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>
7	<p><b>TEST INTERPRETATIONS</b></p> <ul style="list-style-type: none"> <li>- Food Production</li> </ul>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking</p>

		<p>methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>
8	<p><b>STANDARD AND LOCAL MEASUREMENTS</b></p> <ol style="list-style-type: none"> <li>i. Metric system measurement e.g. scales, measuring cups etc</li> <li>ii. Local measurement e.g. tins, cups</li> <li>iii. Methods to use in converting metric measurement to local measurement e.g. cups, spoons, tins, large measuring cups.</li> <li>iv. Uses of the different measuring equipment</li> <li>v. Practical</li> </ol>	<p>Teacher: Discusses the various cooking methods. Demonstrates the cooking of the different food commodities using various cooking methods. Demonstrates the uses of different measuring equipment</p> <p>Students: Participate in the discussion. Practice cooking of the various food commodities. Practice measurement with standard and local measurement</p> <p>Teaching and Learning Materials: Cooking equipment and utensils. Charts of various cooking equipment both local and standard.</p>
9	<p><b>FOOD AND BEVERAGE SERVICES PERSONNEL</b></p> <ol style="list-style-type: none"> <li>i. Definition of food and beverage service personnel</li> <li>ii. Types of food and beverage personnel</li> <li>iii. Functions/duties of various food and beverage services personnel</li> <li>iv. Qualities of a good food and beverage personnel e.g./ waiter</li> </ol>	<p>Teacher: Enumerates the various types of personnel in food and beverage are. Discusses the functions of the food ad beverage personnel.</p> <p>Students: Participate in the discussion. Copy board summary</p> <p>Teaching and Learning Materials: Charts on the organization of small, medium and large catering organization</p>
10	<p><b>TYPES OF SERVICES AND TABLE LAYING/SETTING</b></p> <ul style="list-style-type: none"> <li>➤ Types of food services</li> <li>➤ Types of covers</li> <li>➤ Table laying/setting</li> </ul>	<p>Teacher: Discusses types of food service, food covers and table laying/setting</p> <p>Students: Participate in the discussion. Copy board summary</p>

		Teaching and Learning Material: Pictures of the various table laying, table covers and napkin folding.
11	Revision	Revision
12	Examination	Examination

## COSMETOLOGY

### SS I FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1.	<b>COSMOTOLOGY</b> Define Cosmetology Introduction to Cosmetology	<b>TEACHER</b> 1. Defines: (i) Cosmetology (ii) Cosmetics (iii) Cosmetician
2.	<b>COSMETOLOGY</b> Cosmetics	2. Gives a brief introduction to cosmetology
3.	<b>COSMETOLOGY</b> Cosmetician	3. States the difference between a cosmetologist and cosmetician
4.	<b>COSMETOLOGY</b> Aspects of cosmetology	4. Write the different aspects of cosmetology.
5.	<b>COSMETOLOGY</b> Identification of aspects of cosmetology	<b>STUDENTS:</b> 1. Define the three terms and explain the difference between them. 2. List cosmetic items. 3. Write the different aspects of cosmetology.
6.	<b>COSMETOLOGY</b> Identification of aspects of cosmetology	4. Identify aspects of cosmetology 5. Identify samples of cosmetic items.

7.	<b>COSMETOLOGY</b> Practical identification of samples of cosmetic items	<b>INSTRUCTIONAL RESOURCES:</b> 1. Samples of cosmetic items. 2. Charts of showing the different aspects of cosmetology.
8.	<b>PROFESSIONAL ETHICS</b> Professional ethics in cosmetology	1. Explains the term professional ethics. 2. States the professional ethics of cosmetologist
9.	<b>PROFESSIONAL ETHICS</b> Good and poor ethics of cosmetology	3. Demonstrates some of the professional ethics of a cosmetologist 4. State the qualities of a cosmetologist.
10.	<b>PROFESSIONAL ETHICS</b> Qualities of a cosmetologist	5. Demonstrates the qualities of a cosmetologist
11.	<b>PROFESSIONAL ETHICS</b> Practice	<b>STUDENTS:</b> 1. Explain the term professional ethics 2. Practice professional ethics of cosmetology. 3. State desirable qualities of a good cosmetologist. 4. Play qualities of a cosmetologist.
12.	<b>PROFESSIONAL ETHICS</b> Demonstrate qualities of a cosmetologist	<b>INSTRUCTIONAL RESOURCES:</b> 1. Chart 2. Posters 3. Video clips
13.	Revision	Revision
14.	Examination.	Examination.

**COSMETOLOGY  
SS 1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>ACTIVITIES</b>
1	<b>PERSONAL/CLIENT SAFETY</b> Personal safety	<b>TEACHER:</b> 1. Defines 2. Explains safety in cosmetology

2	<b>PERSONAL/CLIENT SAFETY</b> Personal safety	3. Discusses some personal/client safety measures. 4. Demonstrates some of the safety measures
3	<b>PERSONAL/CLIENT SAFETY</b> Client safety	<b>STUDENTS:</b> 1. Listen to the explanations 2. Give additional examples. 3. Participate in the demonstration.
4	<b>PERSONAL/CLIENT SAFETY</b> Practice	4. Copy notes on board 5. Visit a salon. 6. Write a report on a visit to the salon. <b>INSTRUCTIONAL RESOURCES:</b> 1. Charts, Posters, Video clips. 2. Safety materials 3. First aid box and its contents.
5	<b>PERSONAL HYGIENE</b> Define personal hygiene Rules for personal hygiene	<b>TEACHER:</b> 1. Defines hygiene 2. List some personal hygiene rules. 3. List some materials that are used in maintaining personal hygiene.
6	<b>PERSONAL HYGIENE</b> Practice	<b>STUDENTS:</b> 1. Participate in the discussions 2. Demonstrate some personal hygiene. 3. Ask questions 4. Write reports on a visit to a beauty salon. 5. Copy teachers note on board. <b>INSRUCTURAL RESOURCES:</b> Charts, Posters, Towels, Deodorants etc.

7	<p><b>COSMETIC TOOLS, EQUIPMENT AND MATERIALS</b>          General tools, equipment and materials in cosmetology.          Description of cosmetic tools, equipment and materials.</p>	<p><b>TEACHER:</b></p> <ol style="list-style-type: none"> <li>1. Lists cosmetic tools, equipment and materials.</li> <li>2. Explains cosmetic tools, equipment and materials.</li> <li>3. Demonstrates the use of tools, equipment and materials.</li> <li>4. Arranges an excursion to a beauty salon, cosmetic shop/supermarket for students.</li> </ol> <p><b>STUDENTS</b></p> <ol style="list-style-type: none"> <li>1. Identify cosmetic tools, equipment and materials.</li> <li>2. Practice the use of cosmetic tools, equipment and materials.</li> </ol>
8	<p><b>COSMETIC TOOLS, EQUIPMENT AND MATERIALS</b>          Classification of cosmetic tools, equipment and material.</p>	<p><b>INSTRUCTIONAL RESOURCES:</b>  <b>TOOLS:</b>          Cutting scissors, razor blade, tinting brush, bowl, rollers and pins, ear shields, tweezers, brushes, basket, Nail files, emery boards, face cover, neck strip, dummy, pedicure and manicure basin.</p>
9	<p><b>COSMETIC TOOLS, EQUIPMENT AND MATERIALS.</b>          Uses of cosmetic tools, equipment and materials</p>	<p><b>EQUIPMENTS:</b>          Hair dryers, steamer, clippers, styling iron, foot massager, bonging machine, mirror, styling chairs, shampoo bowls, trolley, chairs, stool, generator, stabilizer, hand dryer etc.</p>
10	<p><b>COSMETIC TOOLS, EQUIPMENT AND MATERIALS.</b>          Uses of cosmetic tools, equipment</p>	<p><b>MATERIALS:</b>          Combs, gloves, styling capes, Neutralizing shampoo, scalp and</p>

	and materials.  (Practical)	hair deconditioners, setting lotion, needles, thread, weave-on, hair piece, wigs, artificial nail, pomade, colour tints, cotton wool, buffer, wrapping lotion, moisturizers, hair spray.
11	Revision	Revision
12	Examination.	Examination.

## COSMOTOLOGY

### SS 1 THIRD TERM

WEEK	TOPICS	ACTIVITIES
1	<b>TYPES OF HAIR</b> Types of hair(Dry, normal, etc)	<b>TEACHER:</b> 1. Lists the types of hair. 2. Discusses care o f hair. 3. Demonstrates the correct procedure for care of the hair.
2	<b>TYPES OF HAIR</b> Care of the hair Practice	<b>STUDENTS:</b> 1. Name types of hair. 2. Practice proper way of caring for hair. 3. Visit cosmetic store to check samples of hair care products. 4. Collect posters and magazines cutting to produce album. 5. Copy teachers note on board. <b>INSTRUCTIONAL RESOURCES:</b> Combs, brushes, relaxer etc.
3	<b>GENERAL HAIR TREATMENT</b> Types of hair treatment (Shampooing, conditioning, steaming etc)	<b>TEACHER:</b> 1. Lists types of hair treatment 2. States hair treatment for different type of hair. 3. States stages of hair treatment. 4. Selects the right types of shampoo, conditioners and pomade for different hair texture. 5. Demonstrates the stages of hair treatment.
4	<b>GENERAL HAIR</b>	<b>STUDENT:</b>

	<p><b>TREATMENT.</b> Hair treatment -Dandruff -Dry hair -Oily hair -Normal hair</p>	<ol style="list-style-type: none"> <li>1. Identify types of hair treatment.</li> <li>2. Identify and name products of hair treatment.</li> <li>3. Practice the correct procedure of hair treatment.</li> <li>4. Copy teachers note on board.</li> </ol> <p><b>INSRUCTIONAL RESOURCES:</b> Water, comb, scissors mirror, etc.</p>
5	<p><b>GENERAL HAIR TREATMENT</b></p> <p>Stages of hair treatment  (Shampooing, conditioning, steaming, trimming, drying and styling).  - (Practical)</p>	
6	<p><b>SCALP TREATMENT</b></p> <p>Scalp problem.  (Hair loss alopecia, dandruff, lichen simplex).</p>	<p><b>TEACHER:</b></p> <ol style="list-style-type: none"> <li>1. List types of scalp problem.</li> <li>2. States how to prevent them.</li> <li>3. List materials for scalp treatment.</li> <li>4. Demonstrate the procedures for scalp treatment.</li> </ol>
7	<p><b>SCALP TREATMENT</b></p> <p>Scalp problem (tick bites and ringworm etc).</p>	<p>Discusses the types of prevention of scalp problems.</p>
8	<p><b>SCALP TREATMENT</b></p> <p>Scalp treatment  - Nutritional  - Chemical</p>	<p><b>STUDENTS:</b></p> <ol style="list-style-type: none"> <li>1. Mention different types of scalp problem.</li> <li>2. Identify different types of scalp treatment.</li> <li>3. List materials for scalp treatment (good shampoo, foods containing vit. B)</li> </ol>
9	<p><b>SCALP TREATMENT</b></p> <p>Materials for scalp treatment.  ( good shampoo, vitamin B)  -Practical scalp treatment.</p>	



10	<b>SCALP TREATMENT</b> Prevention of scalp problems	4. Copy notes on board. 5. Practice correct treatment on a volunteer scalp. 6. State tips on prevention of scalp problem. 7. Visit a beauty salon and make a list of products for scalp treatment.  <b>INSTRUCTIONAL RESOURCES</b>  Anti-dandruff creams, shampoos, conditioners, charts, food supplements etc.
11	Revision	Revision
12	Examination.	Examination.

## DATA PROCESSING

### SSI FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>History of computing</b> Concrete devices	i. Mention concrete device used in computing e.g tally stick, coins, rope etc ii. Identify concrete devices used in computing
2	<b>History of computing</b> Numbering system Conversion from one number system to another	i. Explain number systems (binary, octal, decimal and hexadecimal number systems) ii. Change from one number system to another
3	<b>Digitalization of data</b> Definition History of computer development	i. Definition of digitalization ii. Explain process of digitalization (how data is changed to machine code) iii. Explain history of computer development e.g. Abacus, Pascal, Babbage, Hotterith and Eniac.
4	<b>Digitalization of data</b> Types of computers Components of computers	i. List and explain types of computers e.g. mainframe, laptops etc ii. Name and explain computer

		<ul style="list-style-type: none"> <li>iii. components</li> <li>iv. Input devices e.g. keyboard</li> <li>v. Processing device e.g. CPU</li> <li>vi. Output device e.g. Visual Display Unit (VDU)</li> <li>Identify components of a computer</li> </ul>
5	<b>Data and information</b> Data Data types Information	<ul style="list-style-type: none"> <li>i. Definition of data</li> <li>ii. State types of data e.g. strings, numbers etc</li> <li>iii. Definition of information</li> </ul>
6	<b>History of computer</b> Generations of computer Characteristics features of each generation	<ul style="list-style-type: none"> <li>i. Mention the generation of computer</li> <li>ii. Describe each generation of computer in terms of year of development, the technology speed of operation storage capacity etc.</li> </ul> <p>Identify the generation of computer and match each with its characteristics features</p>
7	<b>Classification of computers</b> By type By size By functionality	<ul style="list-style-type: none"> <li>i. List classification of computer by size e.g. supercomputer</li> <li>ii. By type e.g. digital</li> <li>iii. By function e.g. general purpose computer</li> </ul>
8	<b>ICT Application in everyday life</b> Uses of ICT ICT and the society	<ul style="list-style-type: none"> <li>i. Explain the uses of ICT</li> <li>ii. Explain and leads discussion on the importance of ICT in the society</li> </ul>
9	<b>The art of information processing</b> Information processing procedures	<b>Definition of information processing</b> State the procedures for information processing <ul style="list-style-type: none"> <li>i. Collation of information</li> <li>ii. Organization of information</li> <li>iii. Analysis of information</li> <li>iv. Interpretation of information</li> </ul>
10	<b>Process of information transmission</b> Method of transmission information Method of transmitting information	<ul style="list-style-type: none"> <li>i. Definition of information transmission</li> <li>ii. List and explain method of transmitting information e.g. newspaper, radio, telephone, television etc</li> </ul>
11	<b>Medium of information transmission</b>	<b>Name types of medium of information transmission</b>

	Types of medium for transmission and receiving information Classify information by means of transmission and mode of receiving	<ul style="list-style-type: none"> <li>- Wireless e.g. Bluetooth, infrared</li> <li>- Satellite e.g. internet</li> <li>- Cable e.g. cable TVs</li> <li>- Radio waves e.g. Radio station</li> </ul>
12	<b>Medium of information Transmission</b> Classification of means of Tran	<b>Classify means of transmitting information</b> i. Electronic ii. Non – electronic
13	Revision	Revision
14	Examination	Examination

## DATA PROCESSING

### SS I SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Operation system</b> Types of operating system	<ul style="list-style-type: none"> <li>i. Definition of operating system</li> <li>ii. States types of operating system</li> </ul>
2	<b>Operating system</b> Examples of operating system Function of operating system	<ul style="list-style-type: none"> <li>i. Gives example of operating system</li> <li>ii. Outlines the function of an operating system</li> <li>iii. Listen to teacher explanation</li> </ul>
3	<b>Word processing</b> Uses of word processing software Example of word processing software	<ul style="list-style-type: none"> <li>i. Define word processing</li> <li>ii. State the uses of word processing software</li> <li>iii. List the examples of word processor (micro soft word)</li> </ul>
4	<b>Exploring the word window</b> Load and exit Ms word Component of the word window Create and save new document	<ul style="list-style-type: none"> <li>i. Start Microsoft word</li> <li>ii. Name the components</li> <li>iii. Create a new document and save it.</li> </ul> <p>Instructional Resources Computer set, ms office software</p>
5	<b>Editing a document</b> Open an existing document Correct errors	<ul style="list-style-type: none"> <li>i. Open an existing document</li> <li>ii. Correct typing errors using arrow, delete and backspace keys</li> <li>iii. Correcting document using copy, cut and paste facilities</li> </ul>
6	<b>Formatting texts</b>	<ul style="list-style-type: none"> <li>i. Modifying text font and size</li> </ul>

	<p>Modify text font and size Align text Indent paragraph Insert headers and footers</p>	<p>ii. Aligning text in document iii. Indenting paragraph and modifying line spacing iv. Inserting headers and footers</p> <p><b>Instructional resources</b> Computer system, projector with screen, ms office software.</p>
7	<p><b>Working with table</b> Tables and its functions Create tables Format tables</p>	<p>i. Define tables and states its functions ii. Create table using insert and draw method iii. Formatting tables</p> <p><b>Instructional resources</b> Computer system, projector with screen, Ms Office Software</p>
8	<p><b>Working with graphics</b> Using insert tab Working with shapes and Smart Art</p>	<p>i. Inserting pictures, clip art, Word Art and charts using the insert tab ii. Inserting shapes and working with Smart Art graphic</p> <p><b>Instructional resources</b> Computer system, projector with screen, Ms Office Software</p>
9	<p><b>Spreadsheet</b> Uses of Spreadsheet Examples of Spreadsheet</p>	<p>i. Definition of spreadsheet ii. States the uses of spreadsheet iii. Give the examples of spreadsheet package</p> <p><b>Instructional resources</b> Computer set, interactive training CD</p>
10	<p><b>Spreadsheet</b> Component of spreadsheet</p>	<p>i. Load ms – excel software ii. Show them the components of Ms Excel (worksheet, workbook, cell, cell range name box, formula bar etc)</p> <p><b>Instructional Resources</b> Ms excel software, computer set</p>
11	Revision	Revision
12	Examination	Examination

## DATA PROCESSING

### SS I THIRD TERD

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Inserting formulas and using functions</b> Writing simple formula Writing complex formula	i. Write simple formulas of addition, subtraction, multiplication and division ii. Use auto sum, average, product and quotient functions iii. Total rows and columns <b>Instructional resources</b> Computer set, ms excel software
2	<b>Formatting the worksheet</b> Align cells Selecting columns, rows and entire worksheet Inserting and deleting rows and columns Adjust column width and row height Changing vertical alignment and rotating cell content	i. Type in a range of cells and align the content ii. Select column, rows and entire worksheet iii. Insert and delete rows and columns iv. Adjust columns width and rows height v. Change vertical alignment and rotate all content <b>Instructional Resources</b> Computer set, ms excel software
3	<b>Formatting the worksheet</b> Transferring data Merging cell Inserting and removing borders and gridlines	i. Transfer data from one worksheet to another workbook ii. Merge cells iii. Insert and removed borders and gridlines <b>Instructional resources</b> Computer set, ms excel software
4	<b>Managing data in spreadsheet</b> Creating references Using built in function	i. Create cell references (B10, C2 : H2) ii. Use built in functions common to financial and statistical applications. Sum, average, product, cumulative frequency etc. iii. Guide the students to Sort data in ascending or descending order iv. Filter data using auto filter

		and custom filter
5	<b>Managing data in spreadsheet</b> Sorting data Filtering data	i. Sort data in ascending or descending order Filter data using auto filter and custom filter
6	<b>Creating charts ion spreadsheet</b> Creating different types of charts	Create different types of chart, pie, line, column and bar chart Guide students to create their own chart
7	<b>Introduction to Database Management System (DBMS)</b> Uses applications of Database Components of DBMS Examples of DBMS	i. Define database, and database management system ii. State uses or application areas of database iii. List and explain components of DBMS <ul style="list-style-type: none"> <li>• Software</li> <li>• Hardware</li> <li>• Data</li> <li>• Procedure</li> <li>• Access language</li> <li>• Users</li> </ul> iv. Give examples of Database Management System oracle, access, SQL server etc <b>Instructional resources</b> Computer set, interactive training CD
8	<b>Database working environment</b> Load access Data types Samples of DBMS in local template	i. Open Ms access and navigate the environment to show different components ii. Name and explain all the data types: text, memo etc. open north wind in local template practice loading and exiting Ms access <b>Instructional resources</b> Computer set, ms access software
9	<b>Database objects</b> <ul style="list-style-type: none"> <li>• Table</li> <li>• Forms</li> <li>• Report</li> <li>• Query</li> <li>• Macro</li> <li>• Creating table in design</li> </ul>	i. Define all the access object and show them samples from the system ii. Create access table in design view inserting fields and declaring their data types

	view	iii. Students should practice creating table Instructional Materials Computer set, Ms access software
10	<b>Computer ethics</b> Computer room management ethics Laboratory rules and regulations	i. Explain computer room management ethics. ii. List and explain laboratory rules and regulations <b>Instructional Materials</b> Charts of an ideal computer room / laboratory
11	<b>Safety measures</b> i. Sitting arrangement ii. Positioning of monitor base iii. Illuminating the computer room iv. Maintaining adjust free environment v. Keep liquid away from the computers	i. State adequate sitting arrangement in a computer room ii. Demonstrate how to position the monitor base iii. Explain the necessity of illuminating the computer room and keeping liquid away from the computers iv. Explain how to maintain dust free environment <b>Instructional resources</b> Charts, pictures
12	Revision	Revision
13	Examination	Examination

## DYING AND BLEACHING

### SS1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>COLOUR THEORY- INTRODUCTION TO COLOR SCHEME;-</b>  Primary color and formation of secondary colors and process of mixing the tertiary colors.	The teacher explains the color theory. The students draw the chart for better understanding of color scheme.
2	<b>COLOR SCHEME (PRACTICAL)</b>	The teacher demonstrates how to mix the secondary colors. The students produce the color scheme using postal colors (red, yellow and

		blue) to get the secondary and tertiary colours.
3	<b>FORMATION OF MOTIF- INTRODUCTION TO CREATION AND FORMATION OF MOTIF OR FORMAT AREA.</b>	The teacher demonstrates on how to cut a stencil or motif/design or format area.  The students produce a similar work/design or motif.
4	<b>FORMATION OF TRADITIONAL AFRICAN MOTIF.</b>	The teacher produces a sample of a traditional or local motif, it can be in animal form, bed, hen, crocodile etc. or stylized motif in foliage.  The students produce a similar motif on cardboard to form a stencil.
5	<b>CREATION OF PATTERNS</b>	The teacher produces pattern with the motif stencil. He guides the students to be observant. The students produce their motif, already cut in stencil, using poster color and textile material through dabbing. Emphasis must be on the arrangement of the pattern.
6	<b>INTRODUCTION TO TIE AND DYE-</b>  Meaning of tie and dye.  Types of reactive dye e.g. vat dye (indanthrene) indigo, dylon.  The binding agents, table salt, caustic soda, sodium hydrosulphate. Some materials like plastic spoons, plastic basin, raffia twin etc.	The teacher explains the use of these materials.  The students listen attentively.
7	<b>TIE AND DYE, A THEORETICAL APPROACH.</b>  Techniques of tie and dye.	The students explain the processes involved in tie and dye.



	<p>Folding, knotting, pleating, stitching, twisting, marbling, wick folding and sewing stick assisted pattern. Demonstrate the pattern by using 100% cotton textile material. Get the chemical- vat dye (dye stuff). Cusic soda, sodium hydrosulphate. Allow the students to try what you have done. Get the hot water ready with the chemicals. Allow the cloth to stay for about 20 minutes in the dye bath, then remove wash with cold water and spread on the line, not in the hot sun.</p>	
8	<b>TIE AND DYE (PRACTICAL)</b>	The teacher guides the students as they produce the tie and dye using the materials mentioned.
9	<b>INTRODUCTION TO PLAIN DYING OF FABRIC</b>	The teacher introduces the plain dying. Explains that cotton materials absorbs, the dye very well. He also explains that the other reaction dyes work with a selected material. He will explain the difference between tie dying and pkin dying. The students get the materials ready for plain dying.
10	<b>PLAIN DYING</b>	The teacher gets the materials ready for plain dying.
11	<b>PLAIN DYING (ANOTHER COLOR)</b>	The teacher teaches the students the process of plain dying in another color, how a darker color super imposes the light color. The students produce it following the teacher's guide.

12	<b>EXHIBITION OF WORKS</b>	The teacher guides the students to fabricate exhibition stands, display the works. The students display the work.
13	Revision	Revision
14	Examination	Examination

## DYING AND BLEACHING

### SS1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>SAFETY;-</b> Safety precaution in dying. Use of nose and mouth mask.	The teacher explains safety precaution in dying, while the students listen. The teacher states the danger of inhaling the fumes of the chemical, while the students use nose and hand gloves when dying.
2	<b>SOURCING OF THE MATERIALS/LABELING OF CHEMICAL, DYE STUFF COLOR, NOSE &amp; MOUTH MASK, APRON, RUBBER, HAND GLOVE.</b>	The teacher guides the students to label the chemicals, colors of the dye stuff etc. the teacher guides the students to handle the hot water and the chemicals with care.
3	<b>SAFETY TIPS AFTER DYING;-</b> Washing of hands, rubbing of greese/pomade. Protect hand from direct contact on hand.	Teacher instructs the students to clean up the work area.  Students wash their hands, rub pomade after the dying. Teacher tells the students the importance of the safety tips.
4	<b>TECHNIQUES OF TIE AND DYE;</b> Folding method,	The teacher demonstrates how to fold in right angle form. The students try and fold the cloth in a right angle form.

	Folding in right angle form, Use sticks to divide in the middle to give pattern.	
5	<b>MARBLING METHOD; (SQUEEZING METHOD).</b> Marbling by squeezing into ball ore colour	The teacher demonstrates for the students to see, he explains and displays a sample of marbling by squeezing. Students remain observant, and ask questions where not clear.
6	<b>MARBLING BY TWISTING AND SPLASHING IN TWO COLORS.</b>	The teacher demonstrates, using a cotton material, twist the cloth on the floor, splashed the color in a well spaced form.
7	<b>BOLTING METHOD;</b> Meaning of bolting, and crossing of iron or wood in the dye.	The teacher folds the cloth, and put the wood in a desired form pattern.
8-10	<b>PRACTICALS ON TIE AND DYE.</b> <b>PROJECT WORK ON EACH OF THE TECHNIQUES DISCUSSED.</b>	The teacher gets the materials ready for the practical. The students join hands together to boil water, and form the design they want to produce. Students clean up the work area. Spread the cloth not in the hot sun.
11-12	<b>EXHIBITION; B</b> Get the materials together, arrange them, iron them.	The teacher guides the students to arrange the cloths on the shelf/stand. The students keep watching eye on the work exhibited.
13	Revision	Revision
14	Examination	Examination

## DYING AND BLEACHING

### SS1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1-2	<p><b>TECHNIQUES OF TIE AND DYE</b></p> <p>Need for variety in tie and dye process.</p>	<p>The teacher demonstrates to the students, to show same techniques in tie and dye. The teacher stresses the need for knowing the various techniques in tie and dye. The students listen and participate in the lesson.</p>
3-4	<p><b>TITIQUE;-</b></p> <p><b>TECHNIQUE OF TIE AND DYE;</b></p> <p>Explain the processes involved in titique method of tie and dye.</p>	<p>The teacher demonstrates for the students to see, lists out the materials involved in the technique of tie and dye. The students listen and partake in the practical work as instructed by the teacher.</p>
5-6	<p><b>CIRCLE DESIGN;</b></p> <p>Explain the process involved. Explain the materials involved.</p>	<p>The teacher demonstrates how to get circles on tie and dye. The students observe as the teacher demonstrates and partake in the practical and work.</p>
7-8	<p><b>STICK AND FOLDING; NEED FOR THE STICK AND FOLDING METHOD.</b></p>	<p>The teacher demonstrates the process involved in stick and folding method. The students observe and ask questions, partake in the practical work as directed by the teacher.</p>
9-10	<p><b>PROJECT WORK ON TECHNIQUES OF TIE AND DYE;</b></p> <p>Need for practical works on the techniques discussed.</p>	<p>The teacher makes arrangement for the materials required, guides the students to execute the practical works on each of the techniques discussed. The students produce the tie and dye under the teacher's supervision.</p>
11	<p><b>EXHIBITION OF THE WORKS WEED FOR EXHIBITION OF ART WORKS.</b></p>	<p>The teacher tells the students the need for exhibition of works produced. The teacher guides the students to mount the works</p>

		produced. Invite the principal, staff, and students to witness the work.
12	Revision	Revision
13	Examination	Examination

## ELECTRICAL INSTALLATION AND MAINTENANCE WORK

### SSS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ELECTRICAL WORKSHOP</b> - Explain Electrical workshop - State the rules and regulations in electrical workshop	Teacher: Explain the layout in electrical workshop. Display some diagrams on electrical workshop. Students: observe the display of diagram of electrical workshop
2	<b>SAFETY RULES</b> i. Explain safety rules ii. Mention rules to adhere to in the workshop	Teacher: Explain what safety rule is to the students. State some of the rules. Display some wears meant for workshop Students: observe some of the displayed workshop uniform. Mention some safety rules. Instructional Materials: overall, helmet, goggle
3	<b>HAZARDS IN ELECTRICAL INSTALLATION WORK.</b> Causes of Accidents Prevention of Accidents	Teacher: Explain causes of accidents. Explain how to prevent accidents Students: observe some accident posters displayed in the workshop. Instructional Materials: posters, charts
4	<b>MEASURING</b> Types and Uses of Measuring Instrument	Teacher: explain measurement. Display some measuring instruments. Students: observe the displayed measuring instrument. Instructional Material: ohmmeter
5	<b>PRACTICAL CLASS ON HOW TO USE MEASURING INSTRUMENTS</b>	Teacher: display the measuring instrument e.g. ohmmeter. Explains how to measure continuity by adjusting the meter to ohms. Students: observe the ohmmeter. Participate in getting continuity

6	<b>MARKING</b> Explain marking Types and uses of marking tools.	Teacher: State the types of markings. Mention tools used in marking Students: demonstrate use of marking tools. Instructional materials: centre punch
7	<b>STRIKING TOOLS</b> Types and uses of striking tools	Teacher: state the types of striking tools. Demonstrate use of striking tools. Students: demonstrate use of striking tools. Instructional material: Scriber
8	<b>CABLE</b> Definition of cable Types of cable Preparation of cables	Teacher: explain the word cable. Display various types of cables. Students: observe the display of cables. Demonstrate cable preparations and use. Instructional materials: PVC Cables
9	<b>WORKING DRAWING</b> Electrical symbols. Types of drawing.	Teacher: explain different types of drawing i.e. civil, mechanical, electrical drawing. Explain symbols. Display electrical drawing chart with symbol. Students: observe and draw some symbols. Instructional Material: working diagrams, accessories, charts etc.
10	<b>ELECTRICAL ACCESSORIES</b> Definition of Accessories Mention different types of Accessories	Teacher: identify different types of accessories. Students: identification of accessories Instructional material: switch, socket outlet etc.
11	<b>PRACTICAL DRAWING</b> <b>3 BED ROOM APARTMENT</b> Draw into scale. Position some of the Accessories	Teacher: sketch the drawing on the board. Import some of the accessories. Students: draw the 3 bedroom apartment plan and import the accessories on the appropriate point Instructional Material: wiring drawing
12	Revision	Revision
13	Examination	Examination

## ELECTRICAL INSTALLATION AND MAINTENANCE WORK

### SSS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	GENERATION	Teacher: display the picture of generating

	Explain Generation Types of generating station	station coal, hydro, steam. Students: observe the displayed picture Instructional material: picture of generating station.
2	TRANSMISSION Explain transmission Types of transmission Accessories used, e.g. pylon	Teacher: display the picture of transmitting station. State different types of transmission Students: observe the displayed pictures of transmission. Instructional material: picture of transmission station.
3	DISTRIBUTION Explain distribution Sketch diagram of generation, transmission and distribution. Single phase Three phase	Sketch the diagram of generation, transmission and distribution on the board. Identify volting
4	SURFACE WIRING Explain surface wiring Identify the cable for power and lighting	Teacher: Display the working drawing i.e. circuit diagram of a point of light controlled by a switch. Display some cables to the students. Students: observe the displayed cable and clips. Instructional materials: clip, PVC nail
5	PRACTICAL CLASS ON A POINT CONTROLLED BY A SWITCH	Teacher: sketch the diagram i.e. circuit diagram on the board. Demonstrate the wiring. Students: observe the displayed cable and clips. Instructional Material: Clip, PVC, Nail
6	TWO POINTS OF LIGHT CONTROLLED BY A SWITCH	Teacher: display sizes and types of cable. Demonstrate the wiring. Students: wire two points of light controlled by a switch. Instructional materials: cables, PVC, Nails & Clips, wiring board.
7	CURRENT RATING OF A CABLE - Definition of current rating - Faulter afluting current rating of a cable - Types of conductors	Teacher: display sizes and types of cable. Explain current rating of cables. Students: observe displayed cables and clips. Instructional materials: cables, (PVC), baro conductor- copper and aluminium
8	INTRODUCTION TO CONDUIT SYSTEM OF WIRING.	Teacher: explain conduit wiring, types, advantages and disadvantages. Students: observe the displayed

	<ul style="list-style-type: none"> <li>i. Explain conduit system</li> <li>ii. Advantages of conduit system</li> <li>iii. Types of conduit system of wiring</li> </ul>	<p>components.</p> <p>Instructional materials: Sizes of PVC conduit pipes (20mm<sup>2</sup>) 2.5mm<sup>2</sup>)</p>
9	<p>INTRODUCTION TO CONDUIT SYSTEM OF WIRING.</p> <ul style="list-style-type: none"> <li>i. Piping</li> <li>ii. Wiring</li> <li>iii. Fitting</li> </ul>	<p>Teacher: identify conduit components. Displays conduit components and explain their uses. Demonstrate conduit wiring.</p> <p>Students: observe displayed components and carry out piping and wiring.</p> <p>Instructional Material: various types of circular boxes. Terminal angle Tec, 4way, 2-hole loop-in, knockout box.</p>
10	Revision	Revision
11-12	Examination	Examination

## ELECTRICAL INSTALLATION AND MAINTENANCE WORK

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p>INTRODUCTION TO PROTECTIVE DEVICES</p> <ul style="list-style-type: none"> <li>i. Explain protective device.</li> <li>ii. Types of protective devices</li> </ul>	<p>Teacher: Display and explain the functions of protective devices.</p> <p>Students: observe the displayed protective devices.</p> <p>Instructional material: Circuit breaker, fuse, chart</p>
2	<p>FUSES</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types of fuses</li> <li>- IEE regulation</li> <li>- Terminologies: current rating, fusing factor, current rating</li> </ul>	<p>Teacher: Display the fuse. Explain the different type, the working principle and the application of the a fuse on the IEE regulation.</p> <p>Students: observe the displayed fuse, calculate current rating.</p> <p>Instructional material: fuse, rewirable fuse, centridge fuse, high breaking capacity fuse</p>



3	<p><b>CIRCUIT BREAKER</b>          Explain Circuit Breaker          Types Of Circuit Breakers</p>	<p>Teacher: Display and explain the functions of circuit breaker. Display different types of circuit breakers          Instructional materials: current operated circuit breaker, voltage operated circuit breaker.</p>
4	<p><b>CURRENT OPERATED CIRCUIT BREAKER</b></p> <ul style="list-style-type: none"> <li>- Explain current operated circuit breaker</li> <li>- Types of current operated circuit breaker</li> <li>- Principles of operation of current operated circuit breaker.</li> </ul>	<p>Teacher: circuit breaker. Explain the working principle of circuit breaker.          Students: observe the displayed current operated circuit breaker          Instructional materials: single phase current operated circuit breaker, three phase</p>
5	<p><b>PRACTICAL CLASS ON THE INSTALLATION OF FUSE</b></p>	<p>Teacher: sketch the diagram on the board. Explain the IEE regulation on fuses.          Students: observe the displayed diagrams. Connect the distribution fuse board to 2 point of light controlled by a switch and 2 13amps socket outlet.          Instructional Material: Distribution fuse board for single phase &amp; three phase</p>
6	<p><b>INSTALLATION OF CURRENT OPERATED CIRCUIT BREAKER</b></p>	<p>Teacher: sketch the diagram on the board. Explain the IEE regulation on circuit breaker. Connect 2 points of light to a single phase circuit breaker, 3 phase circuit breaker.          Instructional materials: single phase circuit breaker, 3 phase circuit breaker.</p>
7	<p><b>INTRODUCTION TO VOLTAGE OPERATED CIRCUIT BREAKER</b></p> <ul style="list-style-type: none"> <li>• Explain voltage operated circuit breaker</li> <li>• Principle of operation with the aid of a sketched diagram.</li> </ul>	<p>Teacher: display the voltage operated circuit breaker. Sketch the schematic diagram on the board.          Students: observe displayed objects          Instructional materials: single phase voltage operated circuit breaker, 3 phase voltage operated circuit breaker</p>
8	<p><b>INSTALLATION OF VOLTAGE OPERATED CIRCUIT BREAKER</b></p>	<p>Teacher: sketch the diagram on the board. Explain the IEE regulation on circuit breaker.          Students: observe the sketched diagram. Connect 2 points of light to a single phase circuit breaker, 3 phase circuit breaker.          Instructional materials: single phase voltage operated circuit breaker, 3 phase</p>

		voltage operated circuit breaker
9	THE RELEVANT REGULATION IEE Regulation on protective Devices (Fuse Circuit Breaker)	Teacher: Sketch the diagram on the board i.e. circuit diagram. Students: observe the sketched diagram and connect the voltage operated circuit diagram. Instructional Material: voltage operated circuit breaker. Wiring board.
10	THE IEE REGULATION State the IEE regulation on protective devices. Functions of earthing in circuit breaker.	Teacher: Explain the importance of IEE regulation. Display the diagram on earthing. Students: observe the displayed diagram and later check the IEE regulation handbook. Instructional Material: Earth rod, earth lead.
11	Revision	Revision
12-13	Examination	Examination

## FISHERIES

### SS1 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Introduction of fisheries	Definition/meaning of fisheries & fishery. Meaning of processing. Processes of fish processing.	Define fishery and fisheries.
2	Introduction to fisheries	Meaning of marketing. Types of markets. Location of the market.	Define Marketing
3	Introduction of fisheries	Definition/Meaning of production. Types of production in fisheries	Definition of production
4	Introduction of fisheries	Meaning of distribution. Types of distribution.	Explanation if distribution
5	Sub-division of fisheries	Meaning of capture fisheries(fishing). Types of capture:- Subsistence fisheries; artisanal fisheries, industrial fisheries	Demonstration
6	Sub-division of fisheries continues	Culture fisheries (aquaculture) The various types of aquaculture.	Demonstration
7	Sub-division of fisheries cont.	Meaning of industrial fisheries Types of industrial fisheries	Picture or video tapes , projectors
8	Importance of fish	Importance of fisheries; Food, employment, income generation, social cultural life, aesthetic, foreign	Visit to a standard fish farm

		exchange etc	
9	Importance of fisheries	Learning/ Research, recycling	Demonstration
10	Importance of fisheries	Sporting of activities e.g, argungun fishing festival, Angling etc Leather e.g from sharks and electric fish	A visit to a fish festival- Yaba etc
11	Practicals	Practicals	Practical
12	<b>Revision</b>	<b>Revisions</b>	<b>Revision</b>
13-14	<b>examination</b>	<b>examination</b>	<b>examination</b>

## FISHERIES

### SS1 SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	<b>Capture of fishery</b>	Meaning of capture fishery Types of capture fishery-capture e.g, subsistence capture fishery, industrial.	Visit to any nearby river for fish catching with the students
2	<b>Capture fishery</b>	Meaning of capture fishery. Description of capture fishery.	Talks on capture fishery.
3	<b>Methods of capture fishery</b>	Methods of capture fishery. Hooks and lines Description of hooks and lines. Drawing of the hooks and lines	Using hooks and lines with attractive baits. Drawing of the fishing tool.
4	<b>Methods of capture fishing</b>	Methods of capture fishery using nets: Types of nets: scoop net, gill net. Description and drawing.	Using Hooks and lines with attractive baits. Drawing of the fishing tool
5	<b>Methods of capture fishery continues</b>	Other types of nets- senine and cast nets. Description and drawings.	The use of senine and cast nets where applicable.
6	<b>Methods of capture fishery cont.</b>	Baskets, traps, impaling, pond, draining.	The use of impaling, traps and baskets by the students under supervision of the teacher
7	<b>Methods of capture fishery cont.</b>	Explanations of other methods of capturing fishery- Electro-fishing Ultrasonic Trawlers.	Students using slightly heavy object on either a pond or the river, fishes will come to surface of the water

8	<b>Materials for capturing fishes</b>	Materials: Nets, Hook and line, Cages, knives, traps, baskets etc	Students using capture materials such baskets, hook and line etc for demonstration.
9	<b>Practical</b>	Practical	General work on the fishery site
10	<b>Practical</b>	Practical	General activities at the fishery site
11	<b>Revisions</b>	Revisions	revisions
12	<b>Examination s</b>	Examination	Examinations

## FISHERIES

### SS 1 THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	<b>Culture fisheries</b>	Meaning /definition of culture fishery. Identification of common qualities of culturable fish species,	Physical handling of the cum observing the fish
2	<b>Culture fisheries</b>	Identification of common qualities such as hardiness, acceptability of artificial fish feeds, tolerance to poor water quality, ability to reproduce in captivity etc	Visiting standard fish farm and records the field trip
3	<b>Culture fisheries</b>	Identification of common cultural fish species such as clarias spp, tilapia, shrimp, seed weed, heterobranchus etc	Display fish species with different body forms
4	<b>Characteristics of common culturable fish species</b>	Characteristics include; Presence /absence of scales. Shape of mouth, tail, fins, scales, general body shape etc.	Display the various fish species with their shape of mouth, tail, fins scales etc
5	<b>Practicals</b>	Knowledge of scientific names is essential.	Write the common names and the scientific names of each of the species
6	<b>Culturing facilities</b>	Meaning of ponds. Description of the various ponds	Visiting the school ponds or outside the school.
7	<b>Features of a standard fish pond</b>	Features consists of Dam, core trench, monk, boards, etc	Trip / visit to a standard fish pond
8	<b>Construction</b>	Consisting the distribution channel	Visit any fish frm

	<b>of a standard fish pond</b>	such as monk, Boards, screens etc.	that has these facilities.
9	<b>Stocking of a fish pond</b>	Stocking of a fish pond with fishes of the same ages, sizes etc	Fingerlings or juvenile of the same ages, sizes should be shown to the students.
10	<b>Maintenance of a fish pond</b>	Maintenance include the following: Supplementary feeding, wedding, silt removal, air supply, water supply etc	Students should be involved in feeding and maintaining the fish pond
11	Revision	Revision	Revision
12-13	Examinations	Examinations	Examinations

## GARMENT MAKING

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>INTRODUCTION TO GARMENT MAKING</b>  - Definition of garment making - Concept of garment making - History of garment making - Reasons for wearing garments.	Teacher discusses the concept and importance of garment.  Resources; chart.
2	<b>CLOTHING ITEMS</b>  -Identification of clothing items e.g dresses, shoes, hat etc  -Clothes for different occasions e.g office, sports, uniform, party.	Teacher displays various items of clothing, discuss clothes suitable for each occasion.  Resources; items of clothing.
3	<b>PRINCIPLES OF DESIGN</b>  - Definition of garment design - Proportion, rhythm, balance or harmony and emphasis	Teacher discusses the four principles of design.  Resources; charts showing features in garment.
4	<b>ELEMENTS OF DESIGN</b>  - Concept of elements of design - Elements of design—space, form, line, texture, and color.	Teacher discusses the elements of design.  Resources; chart showing

		different types of line.
5	<b>IMPORTANCE OF COLOUR</b> <ul style="list-style-type: none"> <li>- Basic colour, i.e primary, secondary and tertiary colours.</li> <li>- Qualities of colour</li> <li>- Classes of colour e.g cool and warm</li> <li>- Color and complexion.</li> </ul>	<p>Teacher explains the importance of colour and befitting colours on completion.</p> <p>Resources; colour wheel, color triangle.</p>
6	<b>FACTORS INFLUENCING GARMENT DESIGN</b> <ul style="list-style-type: none"> <li>- Age</li> <li>- Figure type</li> <li>- Interest etc</li> </ul>	<p>Teacher explains factors that influence garment design.</p> <p>Resources; pictures of different figure types.</p>
7	<b>ECONOMIC VALUES OF GARMENT DESIGN</b> <ul style="list-style-type: none"> <li>- Importance of garment design to individual, family and the nation.</li> <li>- Economic value of garment making.</li> </ul>	<p>Discuss the importance and the economic value of garment making.</p> <p>Resources; pictures of designers from fashion magazines.</p>
8	<b>ENTREPRENEURSHIP IN GARMENT MAKING</b> <ul style="list-style-type: none"> <li>- Definition of entrepreneurship</li> <li>- Advantages of entrepreneurship</li> <li>- Qualities of entrepreneurship.</li> </ul>	<p>Teacher discusses the advantages and qualities of entrepreneurship.</p> <p>Resources; field trip to fashion house/industries.</p>
9	<b>GARMENT MAKING BUSINESS</b> <ul style="list-style-type: none"> <li>- Definition of business.</li> <li>- Factors to be considered when going into garment making business.</li> </ul>	<p>Discussion on the concept of business and factors considered in business.</p> <p>Resources; chart showing garment making workshop.</p>
10	<b>SEWING TOOLS AND EQUIPMENT</b> <ul style="list-style-type: none"> <li>- Identification of sewing tools.</li> <li>- Classification of tools and equipment according to their functions.</li> <li>- Points to consider in choosing sewing tools and equipments.</li> <li>-</li> </ul>	<p>Demonstration and handling of sewing tools and equipment.</p> <p>Resources; actual sewing tools and equipments.</p>
11	<b>CARE OF SEWING TOOLS AND</b>	<p>Describe the specific way of caring for each tool and</p>

	<b>EQUIPMENTS</b> Importance of care and maintenance of sewing tools and equipment.	equipment. Resources; tools and equipments.
12	<b>METHODS OF CARING FOR TOOLS AND EQUIPMENT</b> Steps involved in caring and maintaining of tools and equipment.  Practical on specific ways of caring for each tool.	Practical demonstration on how to care for each tool and equipment.  Resources; tools and equipment, items required for caring for each tools and equipments.
13	Revision	Revision
14	Examination	Examination

## GARMENT MAKING

### SS1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>THE SEWING MACHINE</b>  <ul style="list-style-type: none"> <li>- Identification of different types of sewing machine.</li> <li>- Uses of different types.</li> <li>- Functions of parts of sewing machines.</li> </ul>	Explanation of various types and parts of sewing machine.  Resources; charts showing parts of sewing machine, different types of sewing machine.
2	<b>CARE OF SEWING</b>  <ul style="list-style-type: none"> <li>- Selection of sewing machine.</li> <li>- Daily care of sewing machine</li> <li>- Routine maintenance of sewing machine.</li> </ul>	Discussion on how to select and care for sewing machine.  Resources; sewing machine and items used for servicing, machine, mechanic.
3	<b>MACHINE FAULTS</b>  <ul style="list-style-type: none"> <li>- Identification of common faults or problems</li> <li>- Causes of the faults</li> <li>- Solution/remedies to the</li> </ul>	Discussion on common faults and the causes of each fault.  Resources; sewing machine and pieces of fabric.

	problems.	
4	<p><b>SOLUTIONS TO COMMON PROBLEMS OF SEWING MACHINE</b></p> <ul style="list-style-type: none"> <li>- Improper use of machine parts.</li> <li>- How to rectify common problems or faults in sewing machine.</li> </ul>	<p>Demonstrates correction of some machine faults.</p> <p>Resources; sewing machine, accessories and pieces of fabric.</p>
5	<p><b>BASIC STITCHES</b></p> <ul style="list-style-type: none"> <li>- Types of basic stitches; temporary permanent etc</li> <li>- Uses of basic stitches.</li> <li>- Making of temporary stitches (tackings).</li> </ul>	<p>Explanation on uses of different types of stitches, practical work on temporary stitches.</p> <p>Resources; album showing different types of stitches.</p>
6	<p><b>BASIC STITCHES</b></p> <p>Practical working of different types of basic stitches.</p>	<p>Demonstration on how to work each stitch.</p> <p>Resources; fabric, needle, sewing and embroidery threads.</p>
7	<p><b>SEAMS</b></p> <p>-Types of seam</p> <p>Where seams are used.</p> <p>Points to consider when choosing seams.</p> <p>Working of open seam.</p>	<p>Demonstration on how to work open seam.</p> <p>Resources; samples of garment with different seams, fabric and sewing accessories.</p>
8	<p><b>SEAMS AND SEAM FINISHES</b></p> <p>-Methods of finishing seams e.g hemming, bounding etc.</p> <p>Working of other seams.</p>	<p>Demonstration on procedures for producing different seams and methods of finishing the seam edges.</p> <p>Resources; fabrics and sewing accessories.</p>
9	<b>DISPOSAL OR ARRANGEMENT OF</b>	Discuss the different methods of



	<b>FULLNESS</b> Methods of disposing or arranging fullness in garments. <ul style="list-style-type: none"> <li>- Practical work on gathers, darts, and pleats.</li> </ul>	arranging fullness in garment. Resources; samples of fullness in garments, fabrics and sewing tools.
10	<b>FULLNESS IN GARMENTS</b> Procedures for making tucks, shirring, smocking etc	Practical demonstration and working of some fullness. Resources; fabric pieces, sewing accessories.
11	Revision	Revision
12	Examination	Examination

## GARMENT MAKING

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>FACING AND INTERFACINGS:</b> Types and functions of facings. <ul style="list-style-type: none"> <li>- Identification of fabrics for interfacing.</li> <li>- Functions of interfacing.</li> </ul>	Discussions on types and functions of facing and interfacing. Resources; samples of facing on garments, different types of fabric for interfacing.
2	<b>FACING EDGES;</b> <ul style="list-style-type: none"> <li>- Attachments of facings on different edges for neatening e.g shaped, straight and scalloped.</li> </ul>	Demonstration and working the procedures for attaching of facings to edges. Resources; fabrics and sewing tools.
3	<b>OPENINGS IN GARMENTS</b> <ul style="list-style-type: none"> <li>- Types of openings</li> <li>- Functions of openings i.e faced, bound panel and continued strip.</li> </ul>	Discussion and demonstration of procedures for working different types of opening. Resources; samples of opening on garments, accessories for

		making openings.
4	<b>FASTENING IN GARMENTS</b> <ul style="list-style-type: none"> <li>- Identification of items used for fastenings e.g zip, buttons, Velcro.</li> <li>- Working of button holes.</li> </ul>	<p>Discussion on functions and items use for fastenings.</p> <p>Resources; samples of fastenings.</p> <p>Resources; samples of fastenings on garments.</p>
5	<b>FASTENING</b> <ul style="list-style-type: none"> <li>- Methods of attaching zips</li> <li>- Practical attachment of zips on fabrics.</li> </ul>	<p>Description and demonstration of different ways of attaching zips on garment.</p> <p>Resources; zip, fabrics, and sewing tools.</p>
6	<b>PATTERNS</b> <ul style="list-style-type: none"> <li>- Definition of patterns and pattern drafting.</li> <li>- Advantages of the use of patterns.</li> <li>- Tools and equipments for pattern drafting.</li> </ul>	<p>Discussion on advantages of the use of patterns.</p> <p>Resources; tools for drafting patterns.</p>
7	<b>METHODS OF OBTAINING PATTERNS</b> <ul style="list-style-type: none"> <li>- Different methods of obtaining patterns e.g draping, flat, knock-off,.</li> <li>- Advantages and disadvantages of each method.</li> </ul>	<p>Discussion on merits and demerits of different methods of obtaining patterns.</p> <p>Resources; samples of some patterns.</p>
8	<b>FLAT PATTERNS</b> <ul style="list-style-type: none"> <li>- Types of flat patterns- drafted and commercial.</li> <li>- Merits and demerits.</li> <li>- Pattern markings and symbols.</li> <li>- Printed and perforated.</li> </ul>	<p>Discussion on merits and demerits of flat patterns.</p> <p>Resources; chart showing pattern marking and the meanings.</p>
9	<b>FREE HAND METHOD OF CUTTING</b>	<p>Discussion on the use of free hand method of cutting out,</p>

	<p><b>FABRICS</b></p> <p>Meaning of free hand method of cutting fabric.</p> <ul style="list-style-type: none"> <li>- Techniques involved in free hand cutting.</li> <li>- Merits and demerits of free hand cutting.</li> </ul>	<p>demonstration of the processes of free hand cutting.</p> <p>Resources; fabrics, chalk, scissors, etc</p>
10	<p><b>BODY MEASUREMENT</b></p> <p>Importance of taking accurate body measurements.</p> <ul style="list-style-type: none"> <li>- Principles involved in taking body measurement.</li> <li>- Essential body parts to be measured.</li> </ul>	<p>Discussion on principles and importance of taking accurate body measurement.</p> <p>Resources; diagram of a person, indicating parts for measurements.</p>
11	<p><b>BODY MEASUREMENTS</b></p> <p>Practical on how to take accurate body measurements.</p>	<p>Practical demonstration on how to take accurate body measurement.</p> <p>Resources; tape measure, note book, and pencil.</p>
12	Revision	Revision
13	Examination	Examination

## MACHINE WOOD WORK

### SS 1 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<p><b>Three growth structure and types. Common West Africa timber:</b> Abura, iroko, mahogany etc.</p>	<p><b>Teacher.</b></p> <ol style="list-style-type: none"> <li>1. Guide students to identify common west African timber</li> <li>2. Name five common west Africa timber</li> </ol>
2	<p><b>Three growth structure and types of Tree growth</b></p>	<ol style="list-style-type: none"> <li>1. Describe tree growth and structure</li> <li>2. Identify the committees where each timber grown on a map of west Africa</li> </ol>
3	<p><b>Three growth structure and</b></p>	<ol style="list-style-type: none"> <li>1. Describe tree structure.</li> </ol>

	<b>types Wood structure</b>	2. View sample of timber under microscope
4	<b>Three growth structure and types Wood structure</b>	1. Describe the growth of a tree 2. Sketch and label the cross section of a tree 3. Sketch the structure of a wood
5	<b>Properties of timber</b> Characteristics of soft wood and hard woods. Physical properties of common west African timbers	1. Display specimens of common west African timbers 2. Explain differences between soft and hard wood.
6	<b>Properties of timber</b> Characteristics of soft wood and hard woods. Physical properties of common west African timbers	1. Observe specimens describe their physical properties 2. Describe characteristics of soft wood 3. Describe characteristic of hard wood
7	<b>Properties of timber</b>	1. Describe the differences between the soft wood and hard wood 2. Describe the physical properties of common west African timbers
8	<b>Properties of timber</b> Physical properties of common west African timbers	1. Explain the physical properties of west African timber 2. State at least four physical properties of each of the following a) Abura b) Mahogany c) Iroko d) Opepe
9	<b>Timber conversion</b> Definition of timber conversion Method of timber conversion Common market size of timber	1. Define timber conversion 2. Describe timber conversion 3. Sketch some method
10	<b>Timber conversion</b> Definition of timber conversion Method of timber conversion <ul style="list-style-type: none"> <li>• Through &amp; through sawing</li> <li>• Tangential sawing</li> <li>• Rift/ quarter sawing</li> </ul> Common market sizes of timber e.g board, plank, scanting etc.	1. Describe the methods of timber conversion with the aid of sketch\ 2. Make sketches of methods of timber conversion a) Through & through sawing b) Tangential sawing c) Rift / quarter sawing

11	<b>Timber conversion</b>	<ol style="list-style-type: none"> <li>1. List common market sizes of timber</li> <li>2. Explain the common market sizes of timber e.g <ol style="list-style-type: none"> <li>a) Board</li> <li>b) Plank</li> <li>c) Scanting etc</li> </ol> </li> </ol>
12	Revision	Revision
13	Examination	Examination
14	Examination	Examination

## MACHINE WOOD WORK

### SS1 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>General wood machine shop safety</b> General machine shop safety rules Electrical safety rules Mechanical safety rules	<ol style="list-style-type: none"> <li>1. Explain and demonstrate appropriate general machine shop, electrical and mechanical safety behaviors</li> <li>2. Define safety</li> </ol>
2	<b>General wood machine shop safety</b> General machine shop safety rules Electrical safety rules Mechanical safety rules	<ol style="list-style-type: none"> <li>1. State two general machine shop safety rules</li> <li>2. List some electrical safety rules</li> <li>3. Explain the electrical safety rules</li> </ol>
3	<b>General wood machine shop safety</b> General machine shop safety rules Electrical safety rules Mechanical safety rules	<ol style="list-style-type: none"> <li>1. Describe some mechanical safety rules</li> <li>2. List some mechanical safety rules</li> <li>3. Explain the mechanical safety rules</li> </ol>
4	<b>General wood machine shop safety</b> General machine shop safety rules Electrical safety rules Mechanical safety rules	<ol style="list-style-type: none"> <li>1. Observe appropriate safety rules</li> <li>2. Differentiate between electrical and mechanical hazards in the machine shop</li> </ol>
5	<b>General wood machine shop safety</b> General machine shop safety rules Electrical safety rules Mechanical safety rules	<ol style="list-style-type: none"> <li>1. State the causes and remedies of accident in the working machine shop</li> <li>2. Discuss actively in the class for proper observation of safety rules</li> </ol>
6	<b>Safety equipments and</b>	Names, state and demonstrates the

	<b>devices in the wood machine shop.</b> Common machine shop safety equipment and devices: fire extinguisher, first aid box, and sand bucket	correct uses of safety equipment and devices.
7	<b>Safety equipments and devices in the wood machine shop.</b> Common machine shop safety equipment and devices: fire extinguisher, first aid box, and sand bucket	<ol style="list-style-type: none"> <li>Names some safety devices and equipments use in the machine shop</li> <li>Explain the equipment and their uses in the machine shop</li> </ol>
8	<b>Safety equipments and devices in the wood machine shop</b> Common machine shop safety equipment and devices: fire extinguisher, first aid box, and sand bucket	<ol style="list-style-type: none"> <li>Demonstrate the different methods on the operation of the equipment and devices in the wood machine shop</li> <li>State one use of each devices in the wood machine shop</li> <li>List the equipment and devices</li> </ol>
9	<b>Safety equipments and devices in the wood machine shop</b> Common machine shop safety equipment and devices: fire extinguisher, first aid box, and sand bucket	<ol style="list-style-type: none"> <li>Fire extinguisher</li> <li>Sand bucket</li> <li>First aid box</li> <li>Fire alarm etc</li> </ol>
10	Revision	Revision
11	Examination	Examination
12	Examination	Examination

## MACHINE WOOD WORK

### SS 1 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Wood machine shop layout.</b> Principles of machine layout Flow diagram of a machine shop lay out	<ol style="list-style-type: none"> <li>Explain principle s of machine shop layout</li> <li>Draw a flow diagram of machine layout.</li> </ol>
2	<b>Wood machine shop layout.</b> Principles of machine layout Flow diagram of a machine shop lay out	<ol style="list-style-type: none"> <li>Describe the importance of the flow diagram of machine shop layout</li> <li>Visit an existing wood machine shop.</li> </ol>

3	<b>Wood machine shop layout.</b> Principles of machine layout Flow diagram of a machine shop lay out	<ol style="list-style-type: none"> <li>1. Practice machine shop layout with aid of a flow diagram</li> <li>2. Draw a flow diagram showing the relative position of mortise, jointer, planner, tenoner, circular saw, grinder, driller, band saw etc,</li> </ol>
4	<b>Wood machine shop layout.</b> Principles of machine layout Flow diagram of a machine shop lay out	<ol style="list-style-type: none"> <li>1. Describe the relative positions of a machine shop</li> <li>2. Explain reason for machine layout</li> </ol>
5	<b>Wood machine shop layout.</b> Principles of machine layout Flow diagram of a machine shop lay out	<ol style="list-style-type: none"> <li>1. Illustrate wood machine shop layout with the aid of a flow diagram</li> </ol>
6	<b>Wood work machine</b> Parts, accessories, uses and maintenance of <ol style="list-style-type: none"> <li>a) Cross cut</li> <li>b) Circular saw</li> <li>c) Surface planner</li> <li>d) Thicknesses</li> <li>e) Band saw</li> </ol>	<ol style="list-style-type: none"> <li>1. Show machine parts and accessories to the students</li> <li>2. Name machine parts and accessories to the students</li> </ol>
7.	<b>Wood work machine</b> Parts, accessories, uses and maintenance of <ol style="list-style-type: none"> <li>a) Cross cut</li> <li>b) Circular saw</li> <li>c) Surface planner</li> <li>d) Thicknesses</li> <li>e) Band saw</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the uses of machines and accessories</li> <li>2. Demonstrate the uses of machine parts and accessories</li> </ol>
8	<b>Wood work machine</b> Parts, accessories, uses and maintenance of <ol style="list-style-type: none"> <li>a) Cross cut</li> <li>b) Circular saw</li> <li>c) Surface planner</li> <li>d) Thicknesses</li> <li>e) Band saw</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate correctly the use of machine and accessories</li> <li>2. Name four parts and two operations that can be performed on <ol style="list-style-type: none"> <li>a) Circular saw</li> <li>b) Surface plane</li> </ol> </li> </ol>
9	<b>Wood work machine</b> Parts, accessories, uses and maintenance of <ol style="list-style-type: none"> <li>a) Cross cut</li> <li>b) Circular saw</li> <li>c) Surface planner</li> <li>d) Thicknesses</li> </ol>	<ol style="list-style-type: none"> <li>1. Name two accessories used on a circular and surface planner</li> <li>2. Explain the reason for carrying out maintenance on machine parts accessories</li> <li>3. Describe the types of maintenance</li> </ol>

	e) Band saw	
10	<b>Wood work machine</b> Parts, accessories, uses and maintenance of a) Cross cut b) Circular saw c) Surface planner d) Thicknesses e) Band saw	
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

## MARKETING

### SS 1 TERM FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Introduction to marketing *meaning of marketing	The teacher explains the meaning of marketing while the students listens attentively *charts *pictures
2	Introduction to marketing continued *marketing terms *needs, wants, demands, Products, exchange ,transactions Markets and marketing management.	The teacher explains the terms The students listen attentively and participate in discussion
3.	Introduction to marketing continues *functions of marketing system -maximize consumption -maximize consumer satisfaction -maximize choice -maximize life quality -maximize profit	The teacher discusses the functions of marketing. The student participates in discussion. *magazines *pictures *charts
4.	Introduction to marketing continued History of marketing in Nigeria . -colonial age 100AD to 1860 -colonial era 1860-1960. -post independence Age 1960 to date	The teacher gives a brief history of marketing. The students listens and participates in the discussion -Charts -Magazines



5	<p>Marketing concepts</p> <ul style="list-style-type: none"> <li>- Concepts under which organization conduct marketing activities.</li> <li>- The production concept</li> <li>- The product concept</li> <li>- The selling concept</li> </ul>	<p><b>Teacher:</b> The teacher discusses the various marketing concepts.  <b>Students:</b> The students participate in discussion and asks questions  <b>Instructional Materials:</b>  - charts</p>
6	<ul style="list-style-type: none"> <li>- <b>Marketing Concepts Cont.</b></li> <li>- Concepts under which organization conduct marketing activities.</li> <li>- The societal marketing concept</li> <li>- The consumer orientation</li> <li>- Integrated organizational efforts</li> <li>- Profit orientation</li> </ul>	<p><b>The teacher</b> guides the students to state the differences.  <b>The students</b> listen to the explanation and ask questions.  <b>Instructional Material</b>  - Charts</p>
7	<p><b>Market Segmentation</b></p> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- Basic of segmentation</li> <li>- Geographical</li> <li>- Social-economic</li> <li>- Psychographic</li> <li>- Behavior</li> <li>- Characteristics</li> </ul>	<p><b>The teacher</b> discusses the meaning of segmentation, basis of segmentation and characteristics.  <b>The students</b> listen and participate in the discussion</p>

8	<b>Classification of products</b> <ul style="list-style-type: none"> <li>- Meaning of product</li> <li>- Classification of product</li> <li>- Industrial goods</li> <li>- Consumer goods</li> <li>- Differences between goods and services</li> </ul>	<b>The teacher</b> discusses products, leads discussion on product classification, guides the students to distinguish between goods and services. <b>The students</b> listen and participates in discussion <b>Instructional Materials :</b> - Pictures, charts, real objects , different products
9	<b>Marketing Mix (4ps)</b> <ul style="list-style-type: none"> <li>- Explanation of marketing mix(4ps)</li> <li>- Identification of the 4ps of marketing.</li> <li>- Product</li> <li>- Price</li> <li>- Place</li> <li>- Promotion</li> <li>-</li> </ul>	<b>The teacher</b> explains marketing mix(4ups). <b>The Students</b> listen and participate in discussions <b>Instructional Materials</b> - Real objects - Products (Consumer goods)
10	<b>Marketing Mix (Cont.)</b> <ul style="list-style-type: none"> <li>- Explanation of market Environment .</li> </ul>	<b>The teacher</b> takes students to visit a market. <b>The students</b> visit a market <b>Instruction Materials</b> - Market/Shop
11	<b>Marketing mix (Cont)</b> <ul style="list-style-type: none"> <li>- Factors affecting market environment</li> </ul>	<b>The teacher</b> guides the students to differentiate between factors affecting market environment <b>Instructional Materials</b> - Market/ Shop
12	<b>What market do</b> <ul style="list-style-type: none"> <li>- Actions before marketing e.g. mobilization of workforce</li> </ul>	<b>The teacher</b> illustrates organizational activities <b>Instructional Materials</b> - School organizational chart
13-14	Revision & Examination	Revision & Examination

**MARKETING**  
**SS 1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
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1	<b>What markets do</b> <ul style="list-style-type: none"> <li>- Explanation of operations of organizations and individual using organizational chart</li> <li>- Actions before marketing;</li> <li>- Mobilization of force</li> <li>- Utilization of feedback</li> <li>- Production of quality goods and services</li> <li>- Managing distribution networks</li> <li>- Advertisement and promotion</li> <li>-</li> </ul>	<b>The Teacher</b> illustrates organizational activities with the aid of a chart. <b>The Students</b> observe teacher illustrations and participate in discussion. <b>Instructional Materials</b> - School organizational chart
2	<b>Types of Markets</b> <ul style="list-style-type: none"> <li>- Meaning of market</li> <li>- Types of market</li> <li>- Organizational market</li> <li>- Consumer market</li> </ul>	<b>The teacher</b> explains consumer market and organizational market. <b>The students</b> listen and participate in discussion. <b>Instructional Materials</b> - Pictures and magazines

3.	<b>Types of market Cont.</b> <ul style="list-style-type: none"> <li>- Types of organizational market</li> <li>- Industrial</li> <li>- Reseller</li> <li>- Government market</li> </ul>	<b>The teacher</b> guides the students on the different types of organizational market <b>The students</b> visits both consumer and organizational market <b>Instructional Materials</b> - Market place
4	<b>Consumer behaviour and organizational behaviour</b>	<b>The Teacher</b> explains consumer behaviour, directs the discussion on

	<ul style="list-style-type: none"> <li>- <b>Consumer behavior</b></li> <li>- <b>Factors influencing consumer behaviour</b></li> <li>- <b>Cultural factors</b></li> <li>- <b>Social factors</b></li> <li>- <b>Personal factors</b></li> <li>- <b>psychological factors</b></li> </ul>	<p>factors that influencing consumer behaviour.</p> <p><b>The Students</b> listen and participate in discussion</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Charts, Video clips</li> </ul>
5	<p><b>Consumer behaviour and organizational behaviour Cont.</b></p> <ul style="list-style-type: none"> <li>- consumer decision process</li> <li>- Problem recognition</li> <li>- Information search</li> <li>- Evaluation of alternatives</li> <li>- Purchase decision</li> <li>- Post purchase behaviour</li> </ul>	<p><b>The Teacher</b> guides the students to list the stages in consumer decision process teacher guides the students to distinguishes between consumer behavior and organizational buying behavior</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Charts, catalogues, magazines.</li> </ul>
6	<p><b>Marketing Planning Process and Research</b></p> <ul style="list-style-type: none"> <li>- Marketing planning process</li> <li>- Meaning</li> <li>- Key elements in marketing planning</li> </ul>	<p><b>The Teacher</b> explains marketing planning process.</p> <p><b>The students</b> listen and participate in class discussions</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Camera, publication and pictures.</li> </ul>
7	<p>Marketing Planning process and research Cont.</p> <ul style="list-style-type: none"> <li>- Importance of marketing plan</li> <li>- Marketing research</li> </ul>	<p><b>The Teacher</b> leads discussion on the importance of marketing plan and research.</p> <p><b>The students</b> participate in class discussion.</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Questioning.</li> </ul>
8	<p><b>Marketing planning process and research</b></p> <ul style="list-style-type: none"> <li>- Reasons for marketing research</li> <li>- Getting information for planning</li> </ul>	<p><b>The teacher</b> demonstrates collection of information for planning assigns students to collect information for market planning</p> <p><b>The students</b> observe teacher demonstration.</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Opinion polls , books, internet, survey on TV screen, questionnaires etc.</li> </ul>
9	<p><b>Pricing</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Pricing strategies</li> <li>- Haggling, cost –plus etc</li> </ul>	<p><b>The teacher</b> explains pricing and guides the students to discuss pricing strategies and determinants. The teacher also guides the</p>

	<ul style="list-style-type: none"> <li>- Price determinants</li> <li>- Ability to pay</li> <li>- Competition</li> <li>- Profit maximization</li> </ul>	<p>students to design a product and determine it's price. The students listen, design a product and determine it's price</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Newspapers (column of business punch)</li> </ul> <p>News on price watch</p>
10	<p><b>Advertising</b></p> <ul style="list-style-type: none"> <li>- Advertising</li> <li>- Roles of advertising</li> </ul>	<p><b>The teacher</b> explains advertising and directs discussion on the roles of advertising</p> <p><b>The students</b> listen and participate in discussion</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- News papers, magazines, catalogues</li> </ul>
11-12	Revision /Examination	

## MARKETING

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Advertising</b> <ul style="list-style-type: none"> <li>- Advertising media</li> <li>- Print</li> <li>- Electronics</li> </ul>	<b>The teacher</b> guides the students to discuss advertising media.. the teacher displays some newspapers and magazines adverts. <b>The students</b> observe displayed advert. <b>Instructional Materials</b> - News papers, magazines, Audio Tapes
2	<b>Advertising cont.</b> <ul style="list-style-type: none"> <li>- Advantages and disadvantages of each medium (Electronic media)</li> </ul>	<b>The teacher</b> guides discussion on advertising media. <b>The students</b> participate in discussion. <b>Instructional Materials</b> - Audio tapes, TV and Radio, jingles
3	<b>Advertising Cont,</b> <ul style="list-style-type: none"> <li>- Advantages and disadvantages of each medium (Print media)</li> </ul>	<b>Teacher</b> guides students on discussion. The teacher also guides the students to produce advert for placement on the school notice board. <b>The Students observed</b> displayed advert. <b>Instructional Materials</b> - News papers, magazines, catalogues, painting of school sign post.
4	<b>Promotion</b>	<b>The teacher</b> explains promotion and leads

	<ul style="list-style-type: none"> <li>- Meaning of promotion</li> <li>- Forms of promotion</li> <li>- Pricing –off</li> <li>- Coupon</li> <li>- Salesman competition</li> <li>- Loyalty scheme</li> </ul>	<p>discussion on forms of promotion</p> <p><b>The Students</b> listen and participate in discussion</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- products e’g bags, belt, books etc</li> </ul>
5	<p><b>Promotion Cont.</b></p> <ul style="list-style-type: none"> <li>- Forms of promotion</li> <li>- Premium offers</li> <li>- Words of mouth</li> <li>- Trade-in-allowance</li> <li>- Sampling</li> <li>- Merchandising incentives</li> <li>- Training schemes</li> </ul>	<p><b>The Teacher</b> directs the students to promote the image of the school using word of mouth.</p> <p><b>The Students</b> participate and promote the school image with the word of mouth.</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- products e’g bags, cups, books, table etc</li> </ul>
6	<p><b>Promotion Cont.</b></p> <ul style="list-style-type: none"> <li>- Functions of promotion</li> </ul>	<p><b>The Teacher</b> leads discussion on the functions of promotion.</p> <p><b>The Students</b> participate in discussion</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- products e’g bags, bottles, books etc</li> </ul>
7	<p><b>Merchandizing</b></p> <ul style="list-style-type: none"> <li>- Merchandising ; meaning</li> <li>- Features of merchandising</li> <li>- Packaging</li> <li>- Branding</li> <li>- Labeling</li> </ul>	<p><b>The Teacher</b> displayed a package, branded and labeled products.</p> <p><b>The Students</b> observe and handle displayed products.</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Calendars , magazines, catalogues, products</li> </ul>
8	<p><b>Merchandizing</b></p> <ul style="list-style-type: none"> <li>- Conditions in merchandizing</li> <li>- Ware housing cost</li> <li>- Cost resulting from reduction in inventory value</li> <li>- Transportation cost etc</li> <li>-</li> </ul>	<p><b>The Teacher</b> displayed a packaged, branded and labeled products</p> <p><b>The Students</b> observe and handle displayed products.</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Calendars , magazines, catalogues, products</li> </ul>
9	<p><b>Merchandizing Cont.</b></p> <ul style="list-style-type: none"> <li>- Functions of merchandising</li> <li>- Scrambled merchandising</li> </ul>	<p><b>The Teacher</b> guides the students to produce a product, package and brand label it.</p> <p><b>The Students</b> produce, package, brand and label a product.</p> <p><b>Instructional Materials</b></p> <ul style="list-style-type: none"> <li>- Calendars , magazines, catalogues,</li> </ul>



10	<b>Types and functions of distribution.</b> <ul style="list-style-type: none"> <li>- Distribution</li> <li>- Types of distribution</li> <li>- Channels of distribution</li> </ul>	<b>The teacher</b> guides the students to discuss distributions types and channels of distribution <b>The students</b> participate and listen attentively. <b>Instructional Materials</b> - Magazines, diagrams, Pictures.
11	<b>Consumer behaviour and organizational behaviour</b> <ul style="list-style-type: none"> <li>- Factors influencing consumer behavior</li> <li>- Cultural factors</li> <li>- Social factors</li> <li>- Personal factors</li> <li>- Psychological factors</li> </ul>	<b>The Teacher</b> directs discussions on factors that influence consumer behavior <b>Instructional Materials</b> - Catalogues, pictures, Charts
12	Revision	Revision
13	Examination	Examination

**PHOTOGRAPHY  
SS 1 FIRST TERM**

WEEK	TOPIC/CONTENT	ACTIVITIES
1.	<b>INTRODUCTION TO PHOTOGRAPHY:</b> The meaning of photography Scopes of photography Essence of photography	List the different aspect of life in which photography is in use.
2.	<b>IMPORTANCE OF PHOTOGRAPHY:</b> Importance of photography historical purpose (b) Educational purpose (c) Security purpose (d) advertising purpose (e) communication purpose (f) labelling.	Enumerate areas of importance of photography identification.
3.	<b>HISTORY OF PHOTOGRAPHY:</b> The brief history of photography The word photography derives from a Greek word. The mentor of photography and permanent photography.	Construct a pinhole camera using a cardboard.

4	<b>AREA OF PHOTOGRAPHY:</b> The various areas of photography Fashion Sports Documentation Nature War Under water.	List various areas of photography
5.	<b>PHOTOGRAPHY TERMINOLOGY:</b> The meaning of photography terminologies. Photography terminologies such as (a) zoom (b) focus (c) print (d) exposure (e) develop (f) image (g) subject etc. `	List terms use in photography
6.	<b>THE THEORY OF LIGHT</b> What is light? Various sources of light e.g.; Natural and artificial light Importance of light to photography	Experience with different artificial light.
7.	<b>PROPERTIES OF LIGHT:</b> What are properties of light? The various properties of light e.g.; Absorption Reflection Refraction Dispersion	Experiment in the effect of artificial light on different surface.
8.	<b>THE CAMERA:</b> What is camera Classification of camera based on lenses Single lens reflex Twin-lens reflex Video camera Types of Cameras Analogue camera Digital photo camera Video camera	Identify the principles upon which the camera is design
9.	<b>THE CAMERA (CONT.--)</b> Types of video cameras e.g. (a) camcorder (b) close circuit (c) television	Identify various types of video camera

	camera (d) camera phone range camera etc.	
10.	<b>THE CAMERA :</b> Basic parts of the camera Functions of the camera Care of the camera	Identify the basic parts of camera using analogue camera List the function of the identified parts of camera
11.	<b>PRACTICAL:</b> How to operate the camera How to maintain the camera e.g. (a) cleaning the lens (b) packaging of the camera when not in use (c) cleaning of the body.	Demonstrate how to; Clean the lens Handle the camera when loading the film. Keep camera in the bag when not in use.
12.	Revision	Revision
13.	Examination	Examination
14.	Examination	Examination

**PHOTOGRAPHY  
SS 1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1.	<b>THE FILM:</b> The meaning of film The nature of film	Students observe the nature of an undeveloped film pull out of the carriage.
2.	<b>TYPES OF FILM:</b> Types of photography films e.g. black and white, coloured film. Meaning of film format.	Describe the various film format discuss and differentiate black and white film.
3.	<b>FILM SPEED :</b> The film format (sizes) The meaning of film speed Importance of film speed	Discuss each category of film in relation of their speed.
4.	<b>SHOOTING PREPARATION:</b> The meaning of shooting preparation The various forms of preparation prior to shooting photographs.	Load film into the camera and make other preparation as determined by the type of photograph to be taken.
5.	<b>SHOOTING PREPARATION:</b>	Experiment with shooting of

	1.types of photographs Two ways of handling camera e.g. hand held and using tripod.	photographs both indoor and outdoor.
6.	<b>PRACTICAL (SHOOTING OF BOTH OUT AND INDOOR PHOTOGRAPH)</b>	Students demonstrate how to shoot photographs.
7.	<b>THE DARKROOM :</b> The meaning of darkroom Darkroom layout.	Visit the darkroom.
8.	<b>THE DARKROOM:</b> Darkroom tools and equipment.	Identify the various tools and equipment in the darkroom.
9.	<b>THE DARKROOM:</b> Darkroom safety	<b>Demonstration:</b> wearing of rubber gloves Apron and laboratory coat.
10.	<b>EXCURSION TO ANY PHOTOGRAPHIC COLOUR LABORATORY</b>	The students observe and ask questions the processes taken in the laboratory during development.
11.	Revision	Revision
12.	Examination	Examination
13.	Examination	Examination

**PHOTOGRAPHY  
SS 1 THIRD TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1.	<b>REVISION (DARKROOM)</b>	Visit to the dark room Identify the various tools and equipment in the darkroom.
2.	<b>FILM DEVELOPMENT</b> Film development definition Film development method.	Identify the materials and equipment used for film development. Experiment with development tank and serious method.
3.	<b>FILM DEVELOPMENT:</b>	Identify the materials and equipment

	Film development materials and equipment. The use of each materials and equipment.	for film development.
4.	<b>PRACTICAL EXPERIENCE OF FILM DEVELOPMENT PROCESS</b>	Experiment with development tank and see-saw method.
5.	<b>THE NEGATIVE:</b> The meaning of negative The meaning of drying of negative Method of drying of negative e.g. drier and open air method.	Identify negative Development using dryer and upon air method.
6.	<b>THE NEGATIVE:</b> The meaning of storage of negative. Method of storage of negative e.g. film containers, cello-phone jackets.	Storage of negative using different method.
7.	<b>PRACTICAL ON NEGATIVE DRYING AND STORAGE</b>	Demonstrating of drying and storage of negative by using different method.
8.	<b>PRINTING:</b> The meaning of printing The printing materials and equipment such as; i. Enlarge, ii. Safelight, iii. Drier, iv. Developing tank, v. Guillotine, vi. Developer, vii. Fixer, viii. Stop bath, xi. Timer etc.	Identify the materials and equipment used in printing of photographs.
9.	<b>PRINTING:</b> The printing process The printing of photographs using contact method, enlarging method. The drying and storage of photograph by using drying and open air drying method. Storage of photographs by using photo albums, cello-phone jacket, printing paper pack.	Experiment with; Negative and printing papers (contact printing) Negative and enlarger.

10.	<b>EXCURSION TO PHOTOGRAPHY STUDIO</b>	Students are to observe the printing process.
11.	Revision	Revision
12.	Examination	Examination
13.	Examination	Examination

## SALESMANSHIP

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>HISTORY OF SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Meaning</li> <li>- History and</li> <li>- Importance of salesmanship</li> </ul>	<p>Teacher narrates the history, and definition of salesmanship to the students.</p> <p>Students participate in the group discussion in the class</p>
2	<b>HISTORY OF SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Development of salesmanship</li> <li>- Importance of salesmanship to the Nigerian economy</li> <li>- Benefits of salesmanship.</li> </ul>	<p>Teacher relates, and explains the importance of salesmanship, and the benefits.</p> <p>Students explain the importance of salesmanship, and copy the board summary.</p>
3	<b>CONCEPT OF SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Concept of salesmanship</li> <li>- Meaning and application of these concepts.</li> <li>- Basic terms in salesmanship i.e selling consumer satisfaction profit etc.</li> <li>-</li> </ul>	<p>Teacher lists and explains concepts and terms to the students.</p> <p>Students identify four concept of salesmanship.</p>
4	<b>CONCEPT OF SALESMANSHIP (contd)</b> <ul style="list-style-type: none"> <li>- Salesmanship strategies</li> <li>- Objectives of the salesmanship to; <ul style="list-style-type: none"> <li>a. Company</li> </ul> </li> </ul>	<p>Teacher discusses the objectives of the salesman to the company, customer etc, explains the application of each concepts.</p> <p>Students explain the concepts of</p>

	<ul style="list-style-type: none"> <li>b. Customer</li> <li>c. Environment</li> <li>d. Himself</li> <li>- Application of these concepts to the business.</li> <li>-</li> </ul>	salesmanship, copy white board summary.
5	<p><b>FUNCTIONS OF A SALESMAN AND HIS/HER FEATURES.</b></p> <ul style="list-style-type: none"> <li>- Characteristics of salesman</li> <li>- Functions of salesman.</li> <li>- Features; motivation, friendliness, confidence.</li> <li>- Duties of a salesman to the customer, company, government, public.</li> <li>-</li> </ul>	<p>Teacher lists and explains functions, features, and qualities of a good salesperson.</p> <p>Students participate by asking questions, and demonstrating the qualities of a good salesman.</p>
6	<p><b>FUNCTIONS OF A SALESMAN AND HIS/HER CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>- Relationship of a salesman to his immediate environment.</li> <li>- Benefit of persuasive, politeness to business environment.</li> <li>- Traits of a successful salesman.</li> <li>-</li> </ul>	<p>Teacher explains how a salesman relates with the business environment, benefit of good rapour can be of importance to the business, explains what he stands to face in area of competition.</p> <p>Students participate, listen and copy the white board summary.</p>
7	<p><b>SALESMANSHIP AND MARKETING</b></p> <ul style="list-style-type: none"> <li>- Define marketing</li> <li>- Interrelationship between salesmanship and marketing</li> <li>- Differentiate between salesmanship and marketing.</li> <li>-</li> </ul>	<p>Teacher explains what marketing is, draws similarities between salesmanship and marketing.</p> <p>Students distinguish marketing from salesmanship, define marketing.</p>
8	<p><b>SALESMANSHIP AND MARKETING</b></p> <ul style="list-style-type: none"> <li>- Skills needed in salesmanship</li> <li>- Difference between sales promotion and salesmanship</li> <li>- Forms of promotion</li> <li>- Requisites of effective</li> </ul>	<p>Teacher explains skills needed as a salesperson, explains difference between sales promotion and salesmanship, forms of promotion.</p> <p>Students explain skills needed to be a good salesman, distinguish</p>

	salesmanship.	between sales promotion and salesmanship.
9	<b>JOB OPPORTUNITIES AND SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Meaning of job opportunity.</li> <li>- Job opportunities in salesmanship</li> <li>- Relevance of salesmanship as a course of study</li> </ul>	<p>Teacher explains job opportunity, available job in salesmanship, and salesmanship as a course.</p> <p>Students explain job available in salesmanship, identify courses of study in salesmanship</p>
10	<b>JOB OPPORTUNITIES AND SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Qualities of an entrepreneur</li> <li>- Procedures for self actualization</li> <li>- Job hazard.</li> </ul>	<p>Teacher enumerates qualities of an entrepreneur, discuss procedures for self actualization and job hazard.</p> <p>Students state qualities of an entrepreneur, mention job hazard in salesmanship.</p>
11	Revision	Revision
12	Examination	Examination

## SALESMANSHIP

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>TYPES OF SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Types, functions and duties of each salesman.</li> <li>- Differentiate between each type of salesman</li> </ul>	<p>Teacher lists and explains types, and functions of each salesman.</p> <p>Students write the difference between each salesman, mention three duties of a salesman.</p>
2	<b>TYPES OF SALESMANSHIP</b> <ul style="list-style-type: none"> <li>- Strengths of each type of salesman</li> <li>- Weakness of each type of salesman.</li> <li>- Performance of a good</li> </ul>	<p>Teacher explains strengths and weaknesses of a salesman, talk on performance result of a good salesman.</p> <p>Students participate in class</p>



	salesman.	activities, copy white board summary.
3	<b>SALES MANAGEMENT AND FACTORS AFFECTING SALES</b> <ul style="list-style-type: none"> <li>- Meaning of sales management</li> <li>- Role of sales management</li> <li>- Sales decision.</li> </ul>	<p>Teacher explains what sales management is, discusses the roles of sales management.</p> <p>Students define sales management, explain the roles of sales management, what is sales decision</p>
4	<b>SALES MANAGEMENT AND FACTORS AFFECTING SALES</b> <ul style="list-style-type: none"> <li>- Factors affecting sales, Duties of sales management</li> <li>- Solution to the identified factors.</li> </ul>	<p>Teacher talks on factors affecting sales duties and possible solutions.</p> <p>Students state duties of sales managers.</p>
5	<b>SALES FORECASTING</b> <ul style="list-style-type: none"> <li>- Meaning of sales forecasting</li> <li>- Reasons for sales forecasting</li> <li>- Uses of sales forecasting</li> <li>- Methods of sales forecasting.</li> </ul>	<p>Teacher explains what sales forecasting means, state reasons for sales forecasting, discuss its uses.</p> <p>Students define, mention, and state the uses of sales forecasting.</p>
6	<b>SALES FORECASTING</b> <ul style="list-style-type: none"> <li>- Sales forecasting tools.</li> <li>- Advantages/disadvantages of forecasting</li> <li>- Factors affecting sales.</li> </ul>	<p>Teacher explains what sales forecasting tools is, enumerates the advantages/ disadvantages of sales tools.</p> <p>Students write on sales forecasting tools.</p>
7	<b>FINANCE</b> <ul style="list-style-type: none"> <li>- Meaning and</li> <li>- Various forms of finance</li> <li>- Define financial institutions.</li> </ul>	<p>Teacher defines what finance is, lists forms of finance, explains what financial institution is.</p> <p>Students define and identify forms of finance.</p>
8	<b>FINANCE</b> <ul style="list-style-type: none"> <li>- Functions of financial institution to a salesman</li> <li>- Differentiate between long and short term financing</li> <li>- Methods of business</li> </ul>	<p>Teacher explains the functions of financial institution, differentiate between long and short term financing.</p> <p>Students write on long and short term financing, state functions of</p>

	financing.	financial institution to a salesman.
9	<b>FINANCE</b> <ul style="list-style-type: none"> <li>- Roles and importance of finance</li> <li>- Sources of finance</li> <li>- Types of financial institutions</li> <li>- Finance major is about what?</li> </ul>	<p>Teacher discusses on roles and importance of finance, types of financial institutions, what to offer to become finance major.</p> <p>Students participate in class by asking questions, mention sources of finance, copy white board summary.</p>
10	Revision	Revision
11	Examination	Examination

## SALESMANSHIP

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>ADVERTISING</b> <ul style="list-style-type: none"> <li>- <b>Meaning of Advertising</b></li> <li>- Basic concept of advertising</li> <li>- Role of advertising</li> <li>- Reasons for advertising; to the company, the salesman, the public.</li> </ul>	<p>Teacher explains the meaning of advertising, state basic concept of advertising, roles and reasons for advertising.</p> <p>Students define, and enumerate reasons for advertising.</p>
2	<b>ADVERTISING</b> <ul style="list-style-type: none"> <li>- Factors affecting choice of media</li> <li>- Advantages/disadvantages of advertising</li> <li>- Benefits of advertising to; the consumer, the company, the targeted audience.</li> </ul>	<p>The teacher discusses on factors affecting choice of media, advantages/ disadvantages, and benefits of advertising.</p> <p>Students discuss on factors affecting choice of media, benefits of advertising to consumer, company etc</p>
3	<b>ADVERTISING</b> <ul style="list-style-type: none"> <li>- Types of advertising</li> <li>- Methods of advertising</li> <li>- Forms of advertising media.</li> </ul>	<p>Teacher lists and explains types of advertising, enumerates forms of advertising media.</p> <p>Students give examples of advertising media, join sage or consumers club to advertise products.</p>
4	<b>COMMUNICATION PROCESS</b> <ul style="list-style-type: none"> <li>- Meaning,</li> <li>- Means, and</li> <li>- Importance of communication to salesman</li> </ul>	<p>Teacher explains communication process, talk on different means of communication, discuss the importance of communication to salesman.</p> <p>Students define communication, enumerate importance of communication to salesman.</p>
5	<b>COMMUNICATION PROCESS</b>	<p>Teacher explains the benefit of</p>

	<p><b>(CONTD)</b></p> <ul style="list-style-type: none"> <li>- Benefits of communication to salesmanship</li> <li>- List barriers to communication</li> <li>- Meaning of computer services.</li> </ul>	<p>communication to salesman, lists and discusses barriers to communication.</p> <p>Students list barriers to communication, outline four benefits of communication to salesmanship.</p>
6	<p><b>COMPUTER SERVICES</b></p> <ul style="list-style-type: none"> <li>- Internet services</li> <li>- E-mail services to a salesman</li> <li>- Satellite</li> <li>- Functions of satellite.</li> <li>-</li> </ul>	<p>Teacher defines internet, explains e-mail, define satellite and functions of satellite.</p> <p>Students explain what internet is, functions of satellite to a salesman.</p>
7	<p><b>BRANDING AND PACKAGING</b></p> <ul style="list-style-type: none"> <li>- Meaning,</li> <li>- Importance,</li> <li>- Reasons,</li> <li>- Advantages and disadvantages of branding.</li> <li>-</li> </ul>	<p>Teacher talks on meaning, importance, reasons of branding.</p> <p>Students to participate and also copy board summary.</p>
8	<p><b>BRANDING AND PACKAGING</b></p> <ul style="list-style-type: none"> <li>- Meaning,</li> <li>- Reasons,</li> <li>- Advantages and disadvantages of packaging.</li> </ul>	<p>Define packaging, discuss reasons for packaging, and mention advantages /disadvantages of packaging.</p> <p>Students define packaging, prepare different simple packaging.</p>
9	<p><b>SALES PROMOTION</b></p> <ul style="list-style-type: none"> <li>- Meaning of promotion</li> <li>- Types of promotion</li> <li>- Reasons for sales promotion</li> </ul>	<p>Teacher defines promotion, explains reasons of promotion to a salesman.</p> <p>Students define sales promotion, state four reasons for sales promotion.</p>
10	<p><b>SALES PROMOTION</b></p> <ul style="list-style-type: none"> <li>- Usefulness of sales promotion</li> <li>- Objectives of promotion</li> <li>- Sales incentives e.g gift item, cash discount.</li> <li>- Advantages and disadvantages of promotion.</li> </ul>	<p>Teacher explains objectives of sales promotion list and explains advantages and disadvantages of promotion.</p> <p>Students list the merits and demerits of sales promotion, get involved in sage club and promote the school</p>

		products.
11	Revision	Revision
12	Examination	Examination

**TOURISM**  
**SS 1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>Introduction to tourism</b> Basic Concepts in Tourism</p> <ol style="list-style-type: none"> <li>i. Leisure</li> <li>ii. Play and Recreation</li> </ol> <p>Type of Recreation</p> <ol style="list-style-type: none"> <li>1. Communal or Solitary</li> <li>2. Active or Passive</li> <li>3. Indoor or Outdoor</li> <li>4. Healthy, useful or Harmful.</li> </ol> <p>Performance objective: Students should be able to,</p> <ol style="list-style-type: none"> <li>i. Define leisure and recreation</li> <li>ii. Explain types of recreation</li> </ol>	<p><b>Teacher:</b> Defines leisure and recreation</p> <p><b>Students:</b> Write down the definitions.</p> <p><b>Teaching and learning materials;</b> Pictures, Charts or Videos of people enjoying leisure and recreation.</p> <p>Evaluation Guide:</p> <ol style="list-style-type: none"> <li>i. Define leisure and recreation</li> <li>ii. Explain types of recreation</li> </ol>
2	<p><b>Concepts in Tourism continued</b></p> <ol style="list-style-type: none"> <li>i. Work Types of work</li> <li>1. Skilled or unskilled</li> <li>2. Self employed or hired</li> <li>3. Part time or permanent.</li> <li>i. Income Types of income</li> <li>1. Household</li> <li>2. Organization</li> </ol> <p><b>Performance objective:</b> Student should be able to;</p> <ol style="list-style-type: none"> <li>i. Define work and income</li> <li>ii. Explain the types of work and income</li> </ol>	<p><b>Teacher:</b> Defines work and income</p> <p><b>Students:</b> Write down the definition.</p> <p><b>Teaching and learning materials:</b> Different kinds of budget schedules.</p> <p>Evaluation Guide:</p> <ol style="list-style-type: none"> <li>i. Define work and income</li> <li>ii. Mention type of work and income</li> </ol>
3	<p><b>A. Tourism Education</b></p> <ol style="list-style-type: none"> <li>i. Define Tourism education</li> <li>ii. Approaches to Tourism</li> </ol>	<p><b>Teacher:</b> Defines Tourism education and environment</p>

	<p>education</p> <ol style="list-style-type: none"> <li>1. Vocational</li> <li>2. Philosophical</li> <li>3. Sustainable tourism education</li> </ol> <p><b>B. Environment</b></p> <ol style="list-style-type: none"> <li>i. Define environment</li> <li>ii. Components of environment</li> </ol> <ol style="list-style-type: none"> <li>1. Atmosphere</li> <li>2. Lithosphere</li> <li>3. Hydrosphere</li> <li>4. Biosphere</li> </ol> <p><b>Performance objective:</b> Students should be able to :</p> <ol style="list-style-type: none"> <li>i. Define tourism education</li> <li>ii. Explain the approaches to tourism education</li> <li>iii. Explain the components of the environment.</li> </ol>	<p><b>Students:</b> Write down the explanations.</p> <p><b>Teaching and learning materials:</b> Charts of links between approaches in tourism education.</p> <p><b>Evaluation Guide:</b></p> <ol style="list-style-type: none"> <li>i. Explain the approaches in tourism studies.</li> <li>ii. Explain the component of the environment .</li> </ol>
4	<p><b>A. Ecosystem</b></p> <ol style="list-style-type: none"> <li>i. Define ecosystem</li> <li>ii. Components of ecosystem</li> </ol> <ol style="list-style-type: none"> <li>1. Biotic</li> <li>2. Abiotic</li> </ol> <p><b>B. Environmental balance</b></p> <ol style="list-style-type: none"> <li>i. Recycle of matter and energy flow</li> </ol> <ol style="list-style-type: none"> <li>1. Water cycle</li> <li>2. Carbon cycle</li> <li>3. Nitrogen cycle</li> <li>4. Mineral nutrient cycle</li> <li>5. Food chain</li> <li>6. Food web.</li> </ol> <p><b>Performance objective:</b> students should be able to;</p> <ol style="list-style-type: none"> <li>i. Describe the various cycle of energy in ecosystem.</li> <li>ii. Explain how energy flows within the ecosystem.</li> </ol>	<p><b>Teacher:</b> Defines environmental balance</p> <p><b>Students:</b> Write down the explanation of environmental balance.</p> <p><b>Teaching and learning materials:</b> Pictures of ecosystem e.g. forest, charts of energy flow e.g. N2, carbon, water cycle etc.</p>
5	<b>A. Climate change</b>	<b>Teacher:</b>

	<ul style="list-style-type: none"> <li>i. Definition of climate change</li> <li>ii. Levels of climate change <ul style="list-style-type: none"> <li>1. Microclimate change</li> <li>2. Mesoclimate change</li> <li>3. Macroclimate change</li> </ul> </li> <li>iii. Cause of climate change. <ul style="list-style-type: none"> <li>i. Natural factors</li> <li>ii. Human factors</li> </ul> </li> </ul> <p><b>B. Environmental hazards</b></p> <ul style="list-style-type: none"> <li>i. Definition of environmental hazard</li> <li>ii. Forms of environmental hazards <ul style="list-style-type: none"> <li>1. Soil erosion</li> <li>2. Desert encroachment</li> <li>3. Drought</li> <li>4. Deforestation</li> <li>5. Flooding</li> <li>6. Coastal erosion</li> <li>7. Pollution (Water, land and air).</li> </ul> </li> </ul> <p><b>Performance objective:</b> students should be able to;</p> <ul style="list-style-type: none"> <li>i. Explain climate change</li> <li>ii. Identify environmental hazards.</li> </ul>	<p>Explains climate change, levels and causes of climate change.</p> <p><b>Students:</b> Note and write down explanations.</p> <p><b>Teaching and learning materials;</b> Pictures, videos, printed news on hazard etc.</p> <p><b>Evaluation Guide:</b></p> <ul style="list-style-type: none"> <li>i. Define climate change</li> <li>ii. Explain the various form of environment hazards</li> </ul>
6	<p><b>Tourism</b></p> <ul style="list-style-type: none"> <li>i. Definition of Tourism</li> <li>ii. History of Tourism (in the world )</li> </ul> <p><b>Performance objective:</b> students should be able to;</p> <ul style="list-style-type: none"> <li>i. Define tourism</li> <li>ii. Give the history of tourism</li> </ul>	<p><b>Teacher:</b> Defines tourism Discusses the general history of tourism</p> <p><b>Students:</b> Write down the definition and the history of tourism.</p> <p><b>Teaching and learning materials;</b> Pictures of site attractions, accommodations, transport visit to tourism sites.</p> <p><b>Evaluation Guide;</b></p>

		<ul style="list-style-type: none"> <li>i. Define tourism</li> <li>ii. Give a brief history of tourism.</li> </ul>
7	<p><b>History of Tourism in Nigeria</b></p> <ul style="list-style-type: none"> <li>i. Pre-colonial</li> <li>ii. Colonial</li> <li>iii. Post colonial</li> </ul> <p><b>Performance objectives:</b> students should be able to;</p> <ul style="list-style-type: none"> <li>i. Give the history of tourism in Nigeria</li> <li>ii. Highlight the contributions made during each period.</li> </ul>	<p><b>Teacher:</b> Discusses the history of the tourism in Nigeria</p> <p><b>Student:</b> Write down the history of tourism in Nigeria.</p> <p><b>Teaching and learning materials;</b> Documentations on the trends of history development since pre-colonial era in Nigeria.</p> <p><b>Evaluation Guide;</b></p> <ul style="list-style-type: none"> <li>i. Narrate the history of tourism in Nigeria</li> <li>ii. Highlight the contribution made during the periods toward tourism growth.</li> </ul>
8	<p><b>A. Types of Tourism</b></p> <ul style="list-style-type: none"> <li>i. Domestic</li> <li>ii. International</li> </ul> <p><b>B. Forms of Tourism</b></p> <ul style="list-style-type: none"> <li>i. Economic</li> <li>ii. Cultural</li> <li>iii. Religious</li> <li>iv. Sports</li> <li>v. Youth</li> </ul> <p><b>Performance objectives:</b> Students should be able to;</p> <ul style="list-style-type: none"> <li>i. Explain types of tourism</li> <li>ii. List forms of tourism</li> </ul> <p><b>Components of tourism</b></p> <ul style="list-style-type: none"> <li>i. Attractions</li> <li>ii. Accessibilities</li> <li>iii. Amenities</li> </ul>	<p><b>Teacher:</b> Explains types of Tourism. Discusses and list forms of tourism.</p> <p><b>Students:</b> Write down the types of tourism Participate and list forms of tourism.</p> <p><b>Teaching and learning materials.</b> Pictures of site attractions, accommodations and transport, visit to tourist sites.</p> <p><b>Evaluation Guide:</b></p> <ul style="list-style-type: none"> <li>i. Explain types of tourism</li> <li>ii. List at least three forms of tourism</li> </ul>
9	<b>Performance objectives:</b>	<b>Teacher:</b>



	<p>Student should be able to;</p> <ol style="list-style-type: none"> <li>i. List the components of tourism</li> <li>ii. Explain the components of tourism</li> </ol>	<p>Shows pictorials of attraction and lead students to visit tourism sites. Guides students to list components of tourism</p> <p><b>Students:</b> View the pictorials, visit tourism sites and write down components of tourism.</p> <p><b>Teaching and learning materials;</b> Pictures of sites attractions, accommodations and transports, visit to tourism sites.</p> <p><b>Evaluation Guide:</b></p> <ol style="list-style-type: none"> <li>i. List at least two components of tourism</li> <li>ii. Explain the components of tourism</li> </ol>
10	<p><b>Characteristics of tourism</b></p> <ol style="list-style-type: none"> <li>i. Dynamic</li> <li>ii. Commercial oriented</li> <li>iii. Resilient</li> <li>iv. Labour and capital intensive</li> </ol> <p><b>Performance objectives:</b> Students should be able to;</p> <ol style="list-style-type: none"> <li>i. List the characteristics of tourism</li> <li>ii. Explain the characteristics of tourism</li> </ol>	<p><b>Teacher:</b> Discusses the characteristics of tourism and lead the students to list them.</p> <p><b>Students:</b> Note and write down the characteristics of tourism.</p>
11	Revision	Revision
12	Examination	Examination

## TOURISM

### SS 1 SECOND TERM

WEEK	TOPICS/CONTENT	ACTIVITIES
1	<p><b>Tourist product</b></p> <ol style="list-style-type: none"> <li>i. Definition</li> <li>ii. Characteristics of tourist product               <ol style="list-style-type: none"> <li>1. Heterogeneous</li> <li>2. Intangible</li> </ol> </li> </ol>	<p><b>TEACHER:</b> Defines tourist product Guides students to list characteristics of tourist product.</p> <p><b>Students:</b></p>

	<p>3. Immovable supply</p> <p><b>Performance objectives:</b> students should be able to;</p> <ol style="list-style-type: none"> <li>i. Define tourist products</li> <li>ii. List characteristics of tourist products.</li> </ol>	<p>Write down the definition of tourist product and list the characteristics.</p> <p><b>Teaching and learning materials</b> Pictures of tangible goods Evaluation guide:</p> <ol style="list-style-type: none"> <li>i. Define tourist product</li> <li>ii. List the three characteristics of tourist product</li> </ol>
2	<p><b>Tourist attractions</b></p> <ol style="list-style-type: none"> <li>i. Definition of tourist attraction</li> <li>ii. Types of tourist attraction</li> </ol> <ol style="list-style-type: none"> <li>1. Natural</li> <li>2. Man-made</li> <li>3. Socio-cultural</li> </ol> <p><b>Performance objectives:</b> students should be able to</p> <ol style="list-style-type: none"> <li>i. Identify different tourist attractions</li> <li>ii. Differentiate between the attractions.</li> </ol>	<p><b>TEACHER</b></p> <ol style="list-style-type: none"> <li>1. Guides students to identify different tourist attractions.</li> <li>2. Shows video/clips/pictures of various attractions</li> <li>3. Leads student to differentiate between the three types of tourist attractions.</li> </ol> <p><b>Teaching and learning materials;</b> Pictures, Video, Brochures/ Flyer, Form Youth Tourism clubs.</p> <p><b>Evaluation Guide;</b></p> <ol style="list-style-type: none"> <li>i. Identify different tourist attractions</li> <li>ii. State the difference between the tourist and attractions.</li> </ol>
3	<p><b>Attractions and their location in Nigeria.</b></p> <ol style="list-style-type: none"> <li>i. <b>Natural</b> <ol style="list-style-type: none"> <li>1. Forest reserves</li> <li>2. Parks</li> <li>3. Waterfall</li> <li>4. Beaches</li> <li>5. Zoo</li> <li>6. Lakes</li> <li>7. Rock and highlands</li> <li>8. Warm spring</li> <li>9. Caves</li> <li>10. Herbals and resort gardens.</li> </ol> </li> <li>ii. <b>Man-made</b> <ol style="list-style-type: none"> <li>1. Museums</li> <li>2. Theatres</li> </ol> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>i. Guides students to identify different tourist attractions and their locations.</li> <li>ii. Lead students to tourist attractions sites.</li> </ol> <p><b>Students:</b> Identify different attractions and their location at different sites.</p> <p><b>Teaching and learning materials.</b> Television, video machine, still camera, Brochures.</p> <p><b>Evaluation Guide:</b></p> <ol style="list-style-type: none"> <li>i. mention different attractions</li> </ol>

	<p>3. Galleries 4. Monuments</p> <p><b>iii. Socio-cultural</b></p> <p>1. Arts 2. Archeological sites 3. Festivals 4. Cultural dance 5. Carnival 6. Spiritual centers.</p> <p><b>Performance objectives:</b> Students should be able to;</p> <p>i. Identify different tourist attractions and their location in Nigeria</p> <p>ii. Differentiate between the tourist and attractions.</p>	<p>and their location</p> <p>ii. Prepare a report on the site cast visited.</p>
4	<p><b>Tourism statistics</b></p> <p>i. Definition of tourism statistics</p> <p>ii. Components of tourism statistics</p> <p>1. Inflow 2. Outflow 3. Expenditure of tourist</p> <p><b>Performance objective:</b> Students should be able to;</p> <p>i. Define tourism statistics.</p> <p>ii. Explain the components of tourism statistics.</p>	<p><b>Teacher:</b></p> <p>i. Gives the meaning of tourism statistics.</p> <p>ii. Explains the components of tourism statistics.</p> <p><b>Students:</b> Note and write down the meaning and components of tourism statistics.</p> <p><b>Teaching and learning materials;</b> Sample of questionnaire and survey instruments.</p> <p><b>Evaluation Guide:</b></p> <p>i. State tourism statistics</p> <p>ii. Explain the components of tourism statistics.</p>
5	<p><b>Expenditure pattern</b></p> <p>i. Definition of tourist expenditure pattern</p> <p>ii. Tourism satellite account</p> <p><b>Performance objectives:</b> students should be able to;</p> <p>i. Define tourism expenditure pattern</p> <p>ii. Explain tourism satellite</p>	<p><b>Teacher:</b> Gives the meaning of tourist expenditure pattern and tourism satellite account.</p> <p><b>Students:</b> Note and write down the meaning of tourist expenditure pattern and tourism satellite account</p> <p><b>Teaching and learning materials</b></p>

	<p>account.</p>	<p>Samples of Nigerian tourism satellite account records.</p> <p><b>Evaluation Guide:</b></p> <ol style="list-style-type: none"> <li>i. state tourist expenditure pattern</li> <li>ii. state tourism satellite account</li> </ol>
6	<p><b>Data collection</b></p> <ol style="list-style-type: none"> <li>i. Definition of data collection.</li> <li>ii. Methods of data collection in tourism <ol style="list-style-type: none"> <li>1. Survey</li> <li>2. Electronic recording</li> <li>3. Use of statutory records.</li> <li>4. Tourism satellite account achieves.</li> </ol> </li> </ol> <p><b>Performance Objectives:</b> students should be able to</p> <ol style="list-style-type: none"> <li>i. Explain data collection</li> <li>ii. State method of data collection</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>i. explains data collection</li> <li>ii. leads students to list methods of data collection.</li> </ol> <p><b>Students:</b> Note and write down the meaning of data collections. ii list various methods used in data collection.</p> <p><b>Teaching and learning materials.</b> Samples of questionnaire and survey instruments.</p> <p><b>Evaluation Guide:</b></p> <ol style="list-style-type: none"> <li>i. state the meaning of data collection</li> <li>ii. state the methods of data collection.</li> </ol>
7.	<p><b>Data representation</b></p> <ol style="list-style-type: none"> <li>i. Meaning of data representation</li> <li>ii. Methods of data representation <ol style="list-style-type: none"> <li>1. Statement</li> <li>2. Tabulation</li> <li>3. Statistics e.g charts, graphs etc.</li> </ol> </li> </ol> <p><b>Performance Objective:</b> Students should be able to;</p> <ol style="list-style-type: none"> <li>i. State the meaning of data representation.</li> <li>ii. Explain the method of data representation.</li> </ol>	<p><b>Teacher;</b></p> <ol style="list-style-type: none"> <li>i. Gives the meaning of data representation</li> <li>ii. Leads students to identify methods of data representation.</li> </ol> <p><b>Teaching and learning materials;</b> Samples of different data records.</p> <p><b>Evaluation Guide:</b></p> <ol style="list-style-type: none"> <li>i. State the meaning of data representation.</li> <li>ii. Explain the method of data representation.</li> </ol>

8.	<p><b>Tourism Database</b></p> <ul style="list-style-type: none"> <li>i. Meaning of Tourism Database</li> <li>ii. Development and management of tourism Database.</li> <li>iii. Function of a data base. <ul style="list-style-type: none"> <li>1. Store of information about tourism</li> <li>2. Retrieve information for use.</li> </ul> </li> </ul> <p><b>Performance Objective:</b> Students should be able to;</p> <ul style="list-style-type: none"> <li>i. State the meaning of tourism Database.</li> <li>ii. State the function of a data base.</li> </ul>	<p><b>Teacher;</b></p> <ul style="list-style-type: none"> <li>i. Shows example of database in a computer and explains it's meaning.</li> </ul> <p><b>Students:</b> View the sample database and write down meaning.</p> <p><b>Teaching and learning materials;</b> Sample of a data base in a computer system.</p> <p><b>Evaluation Guide:</b></p> <ul style="list-style-type: none"> <li>i. Define tourism database</li> <li>ii. State the functions of database.</li> </ul>
9.	<p><b>Importance of Tourism statistics.</b></p> <ul style="list-style-type: none"> <li>i. Nation</li> <li>ii. Individual</li> </ul> <p><b>Performances objective:</b> Students should be able to;</p> <ul style="list-style-type: none"> <li>i. State the importance of tourism statistics to the Nation and individual.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>i. Leads the students to list various importances of tourism statistics.</li> </ul> <p><b>Teaching and learning materials;</b> Students: Note and write down importance of tourism statistics.</p>
10.	<p><b>Solve problems on tourism statistics.</b></p> <p><b>Performance objective:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>i. Tackle statistical problems in tourism</li> <li>ii. Identify problem areas in tourism that require statistical solution.</li> </ul>	<p><b>Teacher;</b></p> <ul style="list-style-type: none"> <li>i. Source for statistical problems</li> <li>ii. Leads the students to solve them</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>i. Participate in solving problems in tourism statistics.</li> <li>ii. Note and write down the explanations.</li> </ul>
11.	Revision	Revision
12.	Examination	Examination

## TOURISM

### SS1 THIRD TERM

WEEK	TOPICS/CONTENT	ACTIVITIES
1	<b>Financial Benefits in Tourism</b> i. Taxes ii. Levies	<b>Teacher:</b> Discusses area of financial benefits in tourism  <b>Students:</b> Participate and list areas of financial benefit in tourism
2	iii. Balance of payment iv. Foreign exchange earnings	<b>Teacher and learning materials:</b> Charts, statistical data of tourism expenditure, pictures of private museums, galleries, sites etc.
3	v. Investment opportunities in Tourism 1. Heritage development 2. Museum and Galleries	
4	vi. Development of reserves, parks and zoos, botanical gardens and resort centers.	
5	vii. Employment opportunities in tourism 1. Travel retailing 2. Service delivery 3. Tour operation	
6	<b>Social benefits of tourism</b> i. Cultural interaction ii. World peace	<b>Teacher:</b> Discusses areas of social benefit in tourism  <b>Students:</b> Participate and list areas of social benefit in tourism
7	iii. Add value to life iv. Capacity for massive job creation	
8	<b>Environmental benefit of tourism.</b> i. Environmental protection ii. Establishment of parks, reserves and zoo for conservation.	<b>Teacher:</b> Discusses the environmental benefits of tourism.  <b>Students:</b>

	iii. Stimulate interest in funding and preservation of cultural environment	Participate and list areas of environment benefits  <b>Teaching and learning materials;</b> Picture of green environment eg. Game reserve, park etc.
9	<b>Negative Tourism</b> i. Breakdown of traditional values ii. May cause health risk iii. May increase vices like prostitution, drugs and other crimes iv. Capital intensive v. Cultural dilution or disappearance.	<b>Teacher:</b> Discusses the negative of tourism activities.  <b>Students:</b> Participate and write down the negative of tourism activities.
10	<b>Challenges of Tourism development in Nigeria.</b> i. Policy ii. Funding iii. Accessibility iv. Attractions v. Amenities	<b>Teacher:</b> Leads the students to identify challenges of tourism development in Nigeria.  <b>Students:</b> Participate and write down the challenges of tourism development in Nigeria.
11	vi. Personnel and institutions vii. Publicity viii. Accommodation ix. Antiquities x. and artifact theft	
12	Revision	Revision
13	Examination	Examination

## RADIO TV & ELECTRONICS

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>SOURCES AND PREVENTION OF HAZARDS</b>  I. Concepts of safety. II. Sources of hazards: a) electric shock, b) Damp/wet floor,	The teacher explains causes of hazard or accidents, and safety rules and regulations in the workshop. He also shows safety devices and

	<p>c) Wrong handling of tools, d) Improper workshop dressing, e) Horse play in the workshop.</p> <p>III. Safety.</p>	<p>demonstrates safe work habit.</p> <p>The students demonstrate safe work habit and state safety precaution in the workshop.</p>
2	<p><b>STRUCTURE OF MATTER</b></p> <p>I. Definition of matter. II. Structure of matter. III. Atoms and its parts.</p>	<p>The teacher explains the structure of matter using sketch or chart, while students ask questions and take down notes.</p>
3	<p><b>CONDUCTORS, INSULATORS AND SEMI-CONDUCTORS.</b></p> <p>Conductors/conducting materials (e.g. aluminium, brass, copper, gold, lead etc)</p>	<p>The teacher explains and displays conductors/conducting materials, while students identify various conductors and conducting materials.</p>
4	<p><b>CONDUCTORS, INSULATOR, AND SEMI-CONDUCTORS.</b></p> <p>Insulators/insulating materials (non-conducting materials), air, glass, paper, dry wood etc.</p>	<p>The teacher explains and displays some insulating materials e.g: glass, plastic, paper.</p>
5	<p><b>CONDUCTORS, INSULATORS, AND SEMI-CONDUCTORS.</b></p> <p>Semi-conductors/semi-conducting materials (e.g. silicon, germanium, gallium, arsenide etc.</p>	<p>The teacher explains the characteristics of semi-conducting materials that differentiate them from conductors and insulators.</p>
6	<p><b>CONDUCTORS, INSULATORS, AND SEMI-CONDUCTORS.</b></p> <p>Structures of semi-conductor materials for P-type and N-type semi-conductors.</p>	
7	<p><b>CURRENT, VOLTAGE, AND RESISTANCE</b></p> <p>1. Definition of voltage, current, and resistance. 2. Units and symbols of current, voltage, and resistance.</p>	<p>The teacher explains current, voltage, and resistance, and also write their symbols, and state their units. While students take notes and answer questions.</p>



8	<b>CURRENT, VOLTAGE AND RESISTANCE</b> Laws of attraction and repulsion of charges.	Teacher explains the laws of attraction, repulsion, using sketch or chart while students take notes, and answer questions.
9	<b>ELECTRONIC COMPONENTS.</b> Identification of components by name, types, and graphic symbol.	Teacher provides different types of electronic components while the students identify it.
10	<b>ELECTRONIC COMPONENTS</b> Calculation of values and ratings, e.g resistance and capacitors.	The teacher uses color code to calculate the values and ratings of resistors and capacitors.
11	<b>ELECTRONIC HAND TOOLS</b> Types of hand tools (screw drivers, diagonal cutters, soldering gun, soldering iron, lead sucker, pocket knife, stripper,, and soldering wick.	The teacher demonstrate the uses of basic hand tools, while the students observe the hand tools displayed by the teacher, and also practice how to use them.
12	<b>ELECTRONIC HAND TOOLS</b> Uses of hand tools.	Teacher demonstrates how to use soldering and desoldering tools to remove IC, and gives the students assignment on component removal. The students practice how to remove components from a printed circuit board.
13	Revision	Revision
14	Examination	Examination

### RADIO TV & ELECTRONICS

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>MEANING OF ELECTRONICS AND ELECTRONIC CIRCUIT.</b>	The teacher defines electronics, and electronic

	Definition of electronics and electronic circuit.	circuit, while the students make observations, and ask questions.
2	<b>CONCEPT OF EMISSION</b>  1. Definition of emission. 2. Types of emission.	The teacher defines emission, and explains various types of emission, while the students make observations, and take notes.
3	<b>CONCEPT OF EMISSION</b>  Application of emission	The teacher lists the possible areas where emissions are used, e.g. cathode ray tube, VICD and AVD.
4	<b>PHOTO-ELECTRIC DEVICES</b>  Definition of photo-electric devices, and applications of photo-electric devices.	The teacher defines and explains the uses of photo-electric devices. He also displays the photo-electric devices which the students will examine.
5	<b>SEMI-CONDUCTOR DEVICES</b>  Simple semi-conductor theory; the P-N junction.  Types of semi-conductor diodes.	The teacher explains the operation of P-N junction, and display various types of semi-conductor diodes. The students take notes, ask questions and observe the semi-conductor diode displayed by the teacher.
6	<b>SEMI-CONDUCTOR DEVICES</b>  1. Principles of operation of semi-conductor devices. 2. Semi-conductor diodes as rectifiers. 3. Characteristics of semi-conductor diodes. 4. Application of semi-conductor diodes.	The teacher explains the operation of semi-conductor diodes, and involve students in setting up of rectifier circuit.
7	<b>ELECTRONIC COMMUNICATION</b>	The teacher defines and

	<p><b>SYSTEMS.</b></p> <ol style="list-style-type: none"> <li>1. Definition of electronic communication systems.</li> <li>2. Types of communication system and their difference.</li> </ol>	<p>explains electronics communication systems using charts or video clips. He also explains various types of communication systems, and their differences, while the students examine and identify different electronic communication system.</p>
8	<p><b>ELECTRONIC COMMUNICATION SYSTEMS</b></p> <ol style="list-style-type: none"> <li>1. Block diagram of an electronic communication system.</li> <li>2. Operation and function of each stage.</li> </ol>	<p>The teacher draws the block diagram of electronic communication system, and instruct the students, who then copy the diagram in their note-books.</p>
9	<p><b>ELECTRONIC COMMUNICATION SYSTEMS</b></p> <p>Noise in communication system; internal and external noise.</p>	<p>The teacher explains the cause and effects of noise in communication systems. The students listen to the teacher, and take notes.</p>
10	<p><b>ELECTRO-MAGNETIC SPECTRUM</b></p> <ol style="list-style-type: none"> <li>1. Definition of electro-magnetic spectrum.</li> <li>2. Propagation of radio waves.</li> <li>3. Applications of frequency range in electronic communication.</li> </ol>	<p>The teacher defines electro-magnetic spectrum, and explains the propagation of radio waves. The students listen, and take note.</p>
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

## RADIO TV & ELECTRONICS

### SS 1 THIRD TERM

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>TRANSDUCERS</b></p> <ol style="list-style-type: none"> <li>1 Definition of transducers employed in electronic communication system.</li> <li>2 Types of transducers.</li> </ol>	The teacher displays different types of transducers and explain their functions and uses while students identify the types of transducers
2	<p><b>TRANSDUCERS</b></p> <p>Functions of microphone, loud – speaker, video camera and video display unit.</p>	The teacher demonstrate the use of microphone, loudspeaker and explains energy conversion in them.
3	<p><b>MODULATION</b></p> <p>.Definition of modulation.</p> <p>.Types of modulation, amplitude, frequency and phase.</p>	The teacher defines modulation, explains the principle of modulation, and state types of modulation, while students ask questions and note the answers.
4	<p><b>MODULATION</b></p> <ol style="list-style-type: none"> <li>1 AM waveform, FM waveform.</li> <li>2 Indication of percentage of amplitude modulation.</li> </ol>	The teacher sketches AM & FM, states the advantages of FM over AM, while students work exercises on percentage modulation.
5	<p><b>MODULATION</b></p> <ul style="list-style-type: none"> <li>• Modulation peaks and valleys.</li> <li>• Carrier wave.</li> </ul>	The teacher explains the functions of carrier wave in radio communication, while students ask questions and take down notes.
6	<p><b>DEMODULATION</b></p> <ul style="list-style-type: none"> <li>• Definition of demodulation</li> <li>• Types of demodulation: AM, FM, etc</li> </ul>	The teacher defines and explains the meaning of demodulation, also mention types of demodulation for FM, AM receivers, etc. while students ask questions and note answers.
7	<p><b>SOLDERING AND DESOLDERING IN ELECTRIC CIRCUITS</b></p> <p>Techniques of soldering and</p>	The teacher states the precautions to observe while soldering and desoldering, while

	desoldering.	students take notes on safety precautions to observe while soldering and desoldering.
8	<p><b>SOLDERING AND DESOLDERING IN ELECTRONICS CIRCUITS</b></p> <p>. Precaution while soldering and desoldering.</p> <p>. Types of solder.</p>	The teacher demonstrates the correct technique for desoldering simple electronic components, while students correct technique for soldering and desoldering simple electronic components from old electronic panels.
9	<p><b>SOLDERING AND DESOLDERING IN ELECTRONIC CIRCUITS</b></p> <p>Types of flux: (a) Amber resin.</p> <p>(b) Sodium chloride solutions.</p>	The teacher lists and displays types of solder and flux, while students listen and take notes.
10	<p><b>ELECTRONIC MEASURING INSTRUMENTS</b></p> <p>Uses of multimeter to measure the correct value of current, voltage and resistance.</p>	The teacher explains the necessary safety precautions associated with the use of multimeter, while the students take notes on the necessary safety precautions.
11	<p><b>ELECTRIC MEASURING INSTRUMENTS</b></p> <p>Uses of multimeter to measure correct readings for active and passive electronic components in circuits.</p>	The teacher demonstrates how to read the correct values for active and passive components in electronic circuits, while students practice the use of multimeter in reading of active and passive components.
12	Revision	Revision
13	Examination	Examination

## AUTO MECHANIC WORK

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>SAFETY</b></p> <p>Definition of safety.</p> <p>Definition of workshop</p> <p>Meaning and causes of workshop accidents.</p> <p>Accident prevention techniques.</p>	<p>Define safety, and workshop.</p> <p>Explain the causes of workshop accident.</p> <p>Students participate actively in class discussion.</p> <p>Charts and posters showing workshop and accident pictures.</p>
2	<p><b>SAFETY</b>; accidents prevention techniques.</p>	<p>Explain what accident is, emphasize different ways of preventing accidents- (safety rules and regulations. Students contribute by mentioning other ways of preventing accidents.</p> <p>Charts and posters, magnetic marker board.</p>
3	<p><b>SAFETY</b></p>	<p>Explain safety devices and their applications. Students participate in mentioning other safety devices.</p> <p>Safety devices; fire extinguisher, sand, bullats.</p>
4	<p><b>HAND TOOLS/MAINTENANCE</b></p> <p>Definition of a hand tool.</p> <p>Types and uses of hand tools (measuring, cutting, boring, bench, and golding tools).</p>	<p>Define hand tool, sketch and explain hand tools, types and uses. Students observe hand tools, sketch hand tools, state uses of hand tools.</p> <p>Hand tools, charts and posters, soft ware of hand tools, projector.</p>
5	<p><b>HAND TOOLS/MAINTENANCE</b></p> <p>Hand tools maintenance</p>	<p>Teacher explains how to maintain hand tools.</p> <p>Students state and explain how to maintain</p>

	care in handling hand tools.	hand tools. Hand tools, cleaning and maintaining items.
6	<b>WORKSHOP EQUIPMENTS AND MAINTENANCE</b>  Definition of equipments.  Types and uses, e.g compressor, battery charger, wheel balancing and alignment gauge.	Sketch, define and explain types of equipments.  Students observe and sketch equipments.  Equipment chart and posters, equipment soft wares.
7	<b>MAINTENANCE OF EQUIPMENTS</b>  Equipment maintenance  Types of maintenance  Importance of maintenance.	Explain how to maintain equipments, state and explain types of maintenance, explain importance of maintenance. Students explain how an equipment can be maintained. Equipment soft-ware.
8	<b>THE CHASSIS</b>  Explanation of chassis,  Types of motor vehicle chassis.	Teacher introduces students to vehicle layout, explain types of chassis.  Students identify the vehicle layout.  Sketch of chassis layout, lesson plan, posters, charts, types of chassis layout models.
9	<b>THE CHASSIS</b>  Principle components of motor vehicle; identification of engine, transmission system, chassis members, breaking system, suspension system as are mounted on the chassis, diagrammatical	Teacher lists the main components, such as engine, gearbox, clutch, chassis rear axle, wad wheels and vehicle body.  Students inspect types of vehicle chassis and various components stated, identify the various components.  Various components of chassis layout.

	illustrations.	
10	<b>THE CHASSIS</b> Functions of each principal components and uses.	Teacher explains the functions and uses of the chassis components. Students participate in the discussion and explain the importance of various components.  Chassis assembly with various components, charts showing the assembly.
11	<b>ENGINE</b> Types of engine design	Teacher explains the types of engine design, e.g single cylinder, multi cylinder, inline and V-engine designs.
12	<b>ENGINE</b> Identification of main components of engine	Teacher lists main components of engine, lists parts of engine, shows and explains sketches of engine, showing details, and explains the importance of various components. Students visit a workshop to observe the various components of engines.  Complete engine chart and posters.
13	Revision	Revision
14	Examination	Examination

## AUTO MECHANIC WORK

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>TYPES OF ENGINE</b> Line diagrams of multi cylinder engines and explanation.	Teacher draws and explain line diagram of multi-cylinder engine. Students participate in the discussion.  Resources; Engine block of a multi-cylinder engine.  Charts and posters.
2	<b>TYPES OF ENGINE</b>	Teacher illustrates and explains types of



	Types of cylinder liners e.g dry and wet.  Constructional details of cylinder liners.	cylinder liners.  Differentiate between types of liners and state the advantages and disadvantages. Students identify different cylinder liners, and explain their differences.
3	<b>TRANSMISSION SYSTEM</b>  Transmission system layout (the engine, clutch, gearbox, universal joint, propeller shaft, rear axle and half shafts.)	Teacher sketch and display the layout of transmission system, explain the components of transmission system.  Students identify and examine transmission layout, mention the components in sequential order.  Resources; Charts, transmission models, posters, live vehicle.
4	<b>TRANSMISSION SYSTEM</b>  Types of drive (front engine front wheel drive, rear engine rear wheel drive.)	Teacher explains types of engine and driving arrangements. Students observe different types of driving arrangements, identify the various types of vehicle and their driving arrangement. Resources; Posters, charts, live vehicles.
5	<b>TRANSMISSION SYSTEM</b>  Types of suspension system with their functions e.g laminated spring, coil, spring and fusion bar.	Teacher explain and illustrate the types of suspension system (laminated spring, coil spring, fusion bar, etc). list functions of suspension system.  Students observe and identify types of suspension system. Lists functions of suspension systems.  Resources; Suspension system components, charts, posters.
6	<b>STEERING SYSTEM</b>  Functions of steering  Components of steering system, e.g kingpin, steering column, stub axle,	Teacher explains the functions of steering, illustrate the components of steering. Students observe the components of steering system.  Resources; Steering system components,

	steering box.	posters, charts.
7	<b>STEERING SYSTEM</b> Types of steering boxes with their functions e.g raw and pinon cam and worm redrculating balls etc.	Differentiate between types of steering boxes. Students identify types of steering boxes.  Resources; Steering boxes, charts, posters.
8	<b>ENGINE LUBRICATING AND COOLING SYSTEM</b> Friction, merits and demerits of friction.  Purpose of lubricating system e.g of passages, pump, filters etc.	Teacher explain friction with merits and demerits, explain reasons for lubricating system, demonstrate existence and uses of lubrication, show students types of lubricants, and areas of application. Students rub palms and explain why they become warm. Rub two surfaces on each other with oil and without oil, and note the differences.
9	<b>ENGINE LUBRICATION AND COOLING SYSTEM</b> functions of cooling system	Teacher defines cooling system, and emphasize the need for cooling system. Students notice the effect of lack of water in running an engine.  Resources; Posters, charts.
10	<b>COOLING SYSTEM</b> Types of cooling system,  Components of cooling system e.g radiator, water pump, hoses, cooling fan with passages.	Teacher lists and explains types of cooling system, demonstrate the cyculation of water in cooling system and state the role of the role of the system components. students mention in sequence, the function of the components of cooling system. Resources; Line vehicle, cooling system components, charts, posters.
11	Revision	Revision
12	Examination	Examination

## AUTO MECHANIC WORK

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>BRAKING SYSTEM</b> Basic concept of friction as applied to braking system	Teacher explains the importance of brakes and braking system in a motor vehicle. Students say what brake does with a moving vehicle.  Resources; Live vehicle, brake components.
2	<b>BREAKING SYSTEM</b> Functions of braking system.  Drum brakes and disc brakes.	Teacher state the functions of braking system, list and explain types of brake i.e drum and disc. Students identify disc and drum brake, say where in a motor vehicle each type is mostly found.  Resources; Live vehicle, disc and drum.
3	<b>BRAKING SYSTEM</b> Types and principle of operation of mechanical and hydraulic brake systems.	The teacher, with the aid of sketches, explains mechanically and hydraulically operated brakes. Students identify and distinguish mechanical and hydraulic brakes.
4	<b>BRAKING SYSTEM</b> Components of types of braking system e.g master cylinder, wheel cylinder, pipe lines, calipers, disc, shoes, pedal, linkages, actuating rods etc.	Teacher list and explain the hydraulic brake system, components and the mechanical braking components. Students differentiate components of hydraulic brake system, and mechanical brake system.  Resources; Live vehicle, components of bolt system of brakes, charts and posters.
5	<b>BRAKING SYSTEM</b> Advantages and disadvantages of mechanical and hydraulic brake systems.	Teacher list and explain the advantages and disadvantages of the two types of brake systems. Students white brake has more advantages, and efficient operation.  Resources; Lesson plan, chart.
6	<b>FUEL AND COMBUSTION</b> General layout of working principle of fuel	Teacher list and explain types of fuel e.g petrol, diesel, paraffin, etc.  Students examine the layout of the fuel system.

	system.	Resources; Fuel pump, fuel hose, fuel filter- live vehicle.
	<p><b>FUEL AND COMBUSTION</b></p> <p>Components and part of fuel system and illustration e.g. fuel pump, carburetor, float, float chamber etc</p>	<p>Teacher illustrates the components and part of fuel system using sketches.</p> <p>Students visit workshop to see a live vehicle and model fuel system layout.</p> <p>Resources; Workshop, fuel system layout, live vehicle.</p>
8	<p><b>MANIFOLD</b></p> <p>Functions of manifold, types of manifold e.g. inlet and exhaust manifold.</p>	<p>Teacher state and explain function of manifold- demonstrate how to remove and replace manifold. Students identify inlet and exhaust manifold, and say what each do.</p> <p>Resources; Manifolds, charts, posters, live vehicle.</p>
9	<p><b>RIMS</b></p> <p>Functions of RIMS</p> <p>Types of RIMS</p> <p>Sizes of RIMS</p> <p>Removing and fixing of RIMS, tools used.</p>	<p>Teacher explains the function of RIM, illustrate types of RIM, remove and replace RIMS. Students identify types and sizes of RIMS, observe the dismantling and coupling of RIM. Resources; Alloy RIMS, press steel RIMS, chart and posters, RIM removing tools.</p>
10	<p><b>TYRES</b></p> <p>Function of tyres, sizes of tyres e.g. tyre designation.</p>	<p>The teacher states the functions of tyres, list and explain types of tyre- tube and tubeless.</p> <p>Students distinguish tube from tubeless tyre.</p> <p>Resources; Tubeless tyre, tube tyre, lesson plan.</p>
11	<p><b>TYRES</b></p> <p>Advantages and disadvantages of tube and tubeless tyres.</p>	<p>Teacher list and explain the advantages and disadvantages of tube and tubeless tyres.</p> <p>Students identify the tyres, based of most efficient type.</p> <p>Resources; Tube and tubeless tyre, lesson plan.</p>

12	Revision	Revision
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**UPHOLSTERY**  
**SS 1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>DEFINITION OF UPHOLSTERY</b> <ul style="list-style-type: none"> <li>- Definition of upholstery</li> <li>- Characteristics of upholstery</li> <li>- Characteristics of upholstery articles</li> <li>- Description of an Upholstery.</li> <li>-</li> </ul>	<p>Teacher defines upholstery with example from traditional styles, local made upholstery chairs for houses and offices.</p> <p>Students show pictures of traditional and modern upholstery work.</p>
2	<b>HISTORY OF UPHOLSTERY</b> <ul style="list-style-type: none"> <li>- Origin of upholstery</li> <li>- Early upholstery</li> <li>- Upholstery styles.</li> </ul>	<p>Narrates the history of upholstery.</p> <p>Describe upholstery styles.</p>
3	<b>CAREERS IN UPHOLSTERY</b> <ul style="list-style-type: none"> <li>- List special areas in upholstery .</li> <li>- Explain special areas in upholstery.</li> <li>- State the required skills for a special area in Upholstery.</li> <li>-</li> </ul>	<p>Describe the special areas in upholstery.</p> <p>Identify and invite two specialists in upholstery.</p>

4	<p><b>JOB OPPORTUNITIES IN UPHOLSTERY</b></p> <p>1. Types of job opportunities.</p> <p>a. Self-employment</p> <p>b. Industries</p> <p>c. Do it yourself</p>	Identify job opportunities.
5	<p><b>JOB OPPORTUNITIES IN UPHOLSTERY</b></p> <p>Requirement for job opportunities.</p>	Organize field trips to industries and private workshops.
6	<p><b>SAFETY RULES AND REGULATION AND PRECAUTIONS</b></p> <p>Safety rules e.g pertaining to clothing habits, hand tools etc</p>	Explain the importance of safety in the workshop.
7	<p><b>SAFETY RULES AND REGULATION AND PRECAUTIONS</b></p> <p>Carrying, storing and using hand tools.</p> <p>List safety precautions.</p>	Emphasizes the need for observing safety rules and regulations and precautions.
8	<p><b>BASIC UPHOLSTERY SAFETY</b></p> <ul style="list-style-type: none"> <li>- Sources of hazards e.g sharp tools, fabric, stuffing and padding particles, inflammable materials etc</li> <li>- Reduction of the effect of hazardous materials.</li> <li>- Safe use of hazardous tools and materials.</li> </ul>	<p>Explain the possible sources of hazards.</p> <p>Allays students fears about upholstery hazards.</p> <p>List the precautions to reduce the effects of hazardous tools and materials.</p> <p>Demonstrate safe use of hazardous tools and materials.</p>
9	<b>UPHOLSTERY HAND TOOLS</b>	Show types of hand tools.

	<ul style="list-style-type: none"> <li>-Types of upholstery hand tools.</li> <li>-Identification of upholstery hand tools.</li> <li>-Sketches of upholstery hand tools.</li> </ul>	<p>Describe each hand tools.</p> <p>State the uses of hand tools.</p> <p>Demonstrate the use of each hand tools.</p>
10	<p><b>UPHOLSTERY POWER TOOLS.</b></p> <ul style="list-style-type: none"> <li>- Definition of upholstery power tools.</li> <li>- Types of upholstery power tools.</li> <li>- Identification of upholstery power tools.</li> </ul>	<p>Display power tools.</p> <p>Describe power tools with sketches.</p>
11	<p><b>UPHOLSTERY POWER TOOLS</b></p> <ul style="list-style-type: none"> <li>-Describe upholstery power tools.</li> <li>-Explain safety precautions of upholstery power tools.</li> <li>-Safe use of upholstery power tools.</li> </ul>	<p>State the uses of power tools.</p> <p>Emphasizes safety precautions of power tools.</p> <p>Demonstrate the correct and safe use of each power tools.</p>
12	<p><b>UPHOLSTERY MACHINES</b></p> <p>Definition of upholstery machines.</p> <p>Types of upholstery machines.</p>	<p>List upholstery machines.</p>
13	Revision	Revision
14	Examination	Examination

## UPHOLSTERY

### SS 1 SECOND TERM

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<p><b>UPHOLSTERY MACHINES</b></p> <ul style="list-style-type: none"> <li>- Describe upholstery machines e.g sewing machine, ironing machine, foam cutting machine etc.</li> <li>- Functions of upholstery machines.</li> <li>- Maintenance of upholstery machines e.g corrective, predictive and preventive</li> <li>-</li> </ul>	<p>Describe a given upholstery machine.</p> <p>State functions of a given upholstery machines.</p>
2	<p><b>UPHOLSTERY MACHINES</b></p> <ul style="list-style-type: none"> <li>-Safety precautions in the use of upholstery machines e.g ironing and sewing machine, foam cutting machine.</li> <li>-Safe operation of upholstery machine.</li> </ul>	<p>State safety precautions of a given machine.</p> <p>Operate each upholstery machine.</p>
3	<p><b>TYPES OF UPHOLSTERY MATERIALS</b></p> <ul style="list-style-type: none"> <li>-Definition of upholstery materials.</li> <li>-Classification of upholstery materials.</li> </ul>	<p>Explain the meaning of upholstery materials.</p> <p>Classify upholstery materials.</p>
4	<p><b>TYPES OF UPHOLSTERY MATERIALS</b></p> <ul style="list-style-type: none"> <li>-Description of upholstery materials.</li> <li>-Application of upholstery materials.</li> <li>-Uses of upholstery materials.</li> </ul>	<p>State practical application of upholstery materials.</p>
5	<p><b>TYPES OF UPHOLSTERY</b></p> <p>Half and full holster</p>	<p>Explain the different types of upholstery.</p>
6	<p><b>TYPES OF UPHOLSTERY</b></p> <p>Uses of upholstery work</p> <p>Sketch simple upholstery work</p>	<p>Sketch simple upholstery work.</p>
7	<p><b>PARTS OF UPHOLSTERY</b></p> <p>Frame</p>	<p>Explain different types of upholstery parts.</p> <p>Identify parts of a given</p>



	Padding Cover	upholstery work.
8	<b>PARTS OF UPHOLSTERY</b> Types of common materials for ; a. Frame; wood, metal, web, springs, cane etc b. Padding; foam, sisal, wood, grass etc. c. Covering; fabric, natural leather, synthetic leather, etc.	State common materials used for each parts.
9	<b>CONSTRUCTION OF SIMPLE UPHOLSTERY ARTICLE</b> Principles of upholstery construction.	Explain principles of upholstery construction.
10	<b>CONSTRUCTION OF SIMPLE UPHOLSTERY ARTICLE</b> Identification process of upholstery construction.	Explain process of upholstery construction.
11	Revision	Revision
12	Examination	Examination

## UPHOLSTERY

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>CONSTRUCTION OF A SIMPLE UPHOLSTERY ARTICLE</b>  -Standard sizes of upholstery articles.  -Working drawing of upholstery article.	Explain and give standard sizes of upholstery article.  Produce working drawing.  Construct a given project using appropriate working drawing.

	-Appropriate joints.	
2	<b>CONSTRUCTION OF A SIMPLE UPHOLSTERY ARTICLE</b>	Demonstrate the drawing of a given project.
3	<b>BASIC DRAWING PRINCIPLES, EQUIPMENTS AND MATERIALS.</b>  <ul style="list-style-type: none"> <li>- Definition of basic drawing principle.</li> <li>- Types of drawing instruments.</li> <li>- Types of lines</li> <li>- Geometrical plane figures.</li> <li>- Geometrical solids.</li> </ul>	Explain the application of drawing in upholstery design.  Explain geometrical plane figures and solids.  Demonstrate lines and their application.
4	<b>PRESENTATION OF DRAWING</b>  <ul style="list-style-type: none"> <li>- Types of drawing</li> <li>- Free-hand sketch</li> <li>- Orthographic projection</li> <li>- Pictorial drawings.</li> </ul>	Explain different types of presentation.
5	<b>PRESENTATION OF DRAWING</b>  Describe method of presenting drawing.	Demonstrate the application of different presentations.
6	<b>DESIGN FUNDAMENTALS.</b>  -fundamentals of designs; a. Appearance of design b. functionality	Explain the basic design fundamentals.  Outlines characteristics of a good design.
7	<b>STAGES IN UPHOLSTERY DESIGN</b>  <ul style="list-style-type: none"> <li>- Conceptualization and problem identification.</li> <li>- Generation of alternative solutions</li> </ul>	Explain the basic stages in upholstery design.  Demonstrate application of the basic stages to simple projects.

	<ul style="list-style-type: none"> <li>- Selection of the best alternative.</li> <li>- Production of working drawing.</li> <li>-</li> </ul>	
8	<b>INTRODUCTION TO UPHOLSTERY DESIGN PROCESS</b>  State the uses of working drawings.	Explain the uses of working drawings.
9	<b>UPHOLSTERY DESIGN PROCESS</b>  <ul style="list-style-type: none"> <li>- Preparation of cutting list</li> <li>- Basic estimates.</li> <li>-</li> </ul>	Demonstrate the preparation of cutting list and basic estimate.
10	<b>UPHOLSTERY DESIGN PROCESS</b>  Preparation of workshop rod and templates for simple upholstery projects.	Produce workshop rod and templates.
11	Revision	Revision
12	Examination	Examination

## PAINTING AND DECORATION

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>INTRODUCTION TO PAINTING, PICTORIAL PAINTING, PAINTING IN THE BUILDING TRADE;-</b>  <b>DEFINITION OF PAINTING, MATERIALS FOR PAINTING.</b>	<p>The teacher initiates discussion on painting, mention and discusses the two types of painting. He enumerates the materials like brushes, pencils, color, card board, paper etc</p> <p>The students participate in the class discussion.</p>

2	<p><b>PAINTING (CONT)</b></p> <p>Types of painting – pictorial painting, painting in building trade (decoration painting and spray painting). Tools and equipments in decoration and spray painting.</p>	<p>The teacher lists and explains the techniques in painting.</p> <p>The students answer and ask questions, and copy notes.</p>
3	<p><b>COLOR MIXING AND MATCHING-;</b></p> <p><b>COLOR STUDY;-</b></p> <p>Classes of color; primary, secondary, tertiary and intermediate colors.</p> <p>Properties of color; hues, tones, color intensity.</p>	<p>The teacher introduce the color by explanation.</p> <p>Lists and discusses the different class of colors and demonstrates the mixing of colors and show them some examples like colors, palletes, brushes, color charts, flowers etc.</p> <p>The students listen attentively and mention the colors.</p>
4	<p><b>COLOR MIXING AND MATCHING;-</b></p> <p>Schemes—monochroms, analogues, colors, complimentary colors, contrasting colors, sources of colors, from local materials e.g cam-wood, indigo, ginger etc</p>	<p>The teacher explains and demonstrates the different colors scheme. The students mix the colors to get primary, secondary, tertiary and intermediate colors.</p>
5	<p><b>TECHNIQUES IN PAINTING;-</b></p> <p>Techniques of pictorial painting, dry painting, wet painting, glezing, impasto, fresco, tempesa.</p>	<p>The teacher explains the six techniques in painting and gives examples. Examples of leasing materials- oil paints, brushes, crayon, water color, etc</p> <p>The students participate in discussion of paints.</p>
6	<p><b>TECHNIQUES OF BUILDING PAINTING-</b></p> <p>Flat, rag, volting, scrumbling or combining, blow lamp method, spraying.</p>	<p>The teacher explains five techniques of building paint. The students practice some of the painting techniques.</p>

7	<b>STILL LIFE/NATURE PAINTING-</b> Drawing/painting of still life compositions.	The teacher explains the use of light and shade in still life and nature composition. The teacher gives some teaching aids as pencils, card board, color, still life objects.  The students sketch simple still/nature objects, paints the composed objects.
8	<b>TYPES OF DECORATION—</b> Body decoration;- meaning of decoration, origin of decoration, materials for decoration.	The teacher explains origin of body of decoration, techniques of decoration and show examples of decorated bodies.
9	<b>TRADITIONAL/MODERN DECORATION;- USES OF BODY DECORATION, PRODUCTION OF DESIGNS FOR BODY DECORATION.</b>	The teacher lists functions of body decoration and guides students in production in production of designs for body decoration. Students produce designs for body decoration.
10	<b>WALL DECORATION;--</b> Meaning, materials, motifs and patterns, functions.	The teacher lists materials for wall decorations as chalk, board marker, prepared motifs for wall decoration.  The students write down points and develop motifs and patterns for wall decoration.
11	<b>WALL DECORATION (PRACTICAL) PRODUCTION OF DESIGNS FOR WALL DECORATION</b>	The students produce designs suitable for wall decorations, and also design a section of wall in the school.
12	<b>DECORATION FOR INTENSIVE PAPER DECORATION FOR FESTIVE OCCASION.</b>  a. Paper flower b. Paper chain c. Christmas decoration and salah decoration	The teacher leads the discussion and gives examples of materials as cutting knife, gum paper, of different colors etc. Guides the students to construct various paper decoration. The students construct some paper

		decorations.
13	Revision	Revision
14	Examination	Examination

## PAINTING AND DECORATION

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>DESIGN- ELEMENT OF DESIGN-</b> Line, color, form and space value texture.	The teacher defines designs and its elements while the students listen attentively.  Teaching aids are card board paper, pencil, ruler, etc
2	<b>DESIGN (CONT)</b> —principles of design/art also known as principles of organization, balance harmony, contrast, proposition, rhythm, repetition etc	Teacher explains and writes notes. The students copy the notes.
3	<b>TEXTILE DESIGN</b> —formation of motif, design unit of repeat pattern.	The teacher explains while the students listen attentively.
4	<b>TEXTILE DESIGN</b> — Tubes, prints, leaf print, banana fond print etc	The students produce their print on paper using leaf/tuber with colors.
5	<b>BOARDER DESIGN;-</b> Meaning o boarder design, motif for boarder design, modulation for boarder design.	The teacher explains the term motif, design unit and pattern. Guide the students to produce a boarder design.
6	<b>PHOTO MONTAGE-;</b> Boarder designs and menting of	The students design their boarder and mount photo at the center.

	photos in the middle of the boarder.	
7	<b>LETTERING—</b> Pen lettering, block lettering, A-Z	The teacher explains the origin of lettering, introduces two types of lettering and also the characteristics of two types of lettering. The students define the term lettering.  Teaching aids are pencils, ruler, cardboard, letter set, etc
8	<b>LETTERING;- TERMINOLOGIES;</b> Sesif, san sesif, calligraphy, fonts, open letter, etc	The teacher guides the students in constructing letters.  The students constructs letters A-Z.
9	<b>FORMATION OF WORDS;</b> Use of block letters to form words.	The students form words with block letters.
10	<b>CALLIGRAPHY—</b> Writing of poems with calligraphic style.	
11	<b>CALLIGRAPHY (CONT)</b> Completion of the calligraphic writing.	The students use calligraphic writing to write poems.
12	Revision	Revision
13	Examination	Examination

## PAINTING AND DECORATION

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
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1	<b>POSTER DESIGN—</b> Introduction of what posters design is, characteristics of a good poster e.g legibility, spacing, boldness, simplicity. Functions of a good poster design.	The teacher defines poster design and list characteristics of a good poster. Teaching aids include paper, pen, ink, brushes, color, etc the students pay attention to the lesson.
2	<b>FUNCTIONS OF A GOOD POSTER;-</b> Simple poster design	The teacher discusses functions of a good poster and guides the students to make simple posters.
3	<b>POSTER DESIGN (CONT)</b> <b>PRACTICAL</b>	The students make simple poster design of different purposes.
4	<b>BOOK COVER/JACKETS DESIGN—</b> Introduction to book cover/jackets design. Qualities of book/jacket cover designs.	Lead discussion on the book cover. List different parts of book cover and the materials such as card board paper, pencil, letter set, cutting knife etc.  Students participate in the discussion.
5	<b>BOOK COVER DESIGN (CONT)—</b> Book cover i.e front, spine and back. Functions of book cover, difference between book cover and jacket.	The teacher illustrates book/jacket cover on board. The students watch closely.
6	<b>BOOK/JACKET COVER PRACTICAL</b>	Students produce simple book/jacket cover as the teacher guides them.
7	<b>GREETING CARDS—</b> Printed greeting cards and Hand made greeting cards.	The teacher explains two types of greeting cards. Show the students different materials like cardboard, cutting knife, poster color, leaf, fond object etc  The students explain the uses of the various materials.
8	<b>GREETING CARDS PRACTICAL—</b>	The teacher guides the students



	Cards with leaf prints, and block prints or cards with found objects.	to make greeting cards with the found objects and display.
9	<b>PROSPECT IN PAINTING.</b> <b>PROSPECT IN PICTORIAL PAINTING</b>	The teacher explains the various functions of painting.  Mention and explain the economic values of pictorial painting. The students contribute in the process.
10	<b>PROSPECT IN PAINTING.</b> <b>PROSPECT IN BUILDING PAINTING.</b>  e.g contracts in building painting fetches some huge money after the completion of the work.	
11	<b>SAFETY REGULATION</b>  -Handling of tools and machines, color, chemical preservation of tools.  -Safety measures.	The teacher explains the risk involved in the handling of tools, explains safety measures.  The students take down notes.
12	Revision	Revision
13	Examination	Examination

## PRINTING CRAFT

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>INTRODUCTION TO PRINTING</b>  -Definition and types of printing, e.g. yam, potato, leaf, wood, lino-cut, and mechanical printing.	Teacher explain the origin of print and method, yam, potato, leaf, wood etc printing.  Students apply any of these medium in printing.
2	<b>INTRODUCTION TO PRINTING CONT.</b>	Teacher explain the origin of print and method, yam, potato, leaf, wood etc

	-Art of printing and importance of printing.	printing. Students apply any of these medium in printing.
3	<b>ORIGIN OF PRINTING</b> -Chinese wood block printing. 1200BC—700BC	Teacher explains the origin of printing to students, discusses the Chinese wood block printing using pictures, compares the wood block printing with relief printing.  Students listen to the explanation on the origin of printing, participate in the Chinese wood block printing, ask and answer questions.
4	<b>HISTORY OF PRINTING IN NIGERIA</b>  Introduction to printing in Nigeria by early missionaries—hope waddle, townsend etc	Teacher discuss printing in Nigeria with reference to; survey press, government press, railway press, daily press, printing press. Students write an essay on the history of printing in Nigeria, state the copy right law.
5	<b>HISTORY OF PRINTING IN NIGERIA (CONT)</b>  Development of printing in Nigeria (1846-1960).  -The copy right law.	Teacher explain the origin of printing to students.  Students listen to the explanation and participate in discussion, ask and answer questions.
6	<b>CRAFTS</b>  -Definition and types of craft e.g carving/design on yam, potato, wood, screen printing etc.	Teacher explain craft in relation to printing.  Students listen to explanation, ask and answer questions.
7	<b>PRINTING--- EDUCATION AND CAREER IN PRINTING</b>  -Career in printing  -Lithographes	Teacher discusses lucrative careers in printing industry.  Students discuss your future career in the profession.

	-Machine menders/operators -Printing supervisor/managers	
8	<b>PRINTING--- EDUCATION AND CAREER IN PRINTING (CONT)</b>  -Advertising and publishing executives.  -Graphics artist  -Camera men/women  -Proof	Teacher discusses lucrative careers in printing industry.  Students discuss your future career in the profession.
9	<b>PRINTING--- EDUCATION AND CAREER IN PRINTING (CONT)</b>  Estimators  Sales of manager.	Teacher discusses lucrative careers in printing industry.  Students discuss your future career in the profession.
10	<b>STENCILS</b>  -Making of a stencil and cutting.	Teacher demonstrates on how to prepare and cut stencils.  Students participate along with the teacher.
11-12	<b>PROJECTS</b>  Production of banner with school name and logo.	Teacher produces hand-made stencils with card board.  Students produce a stencil with the block out method.
13	Revision	Revision
14	Examination	Examination

## PRINTING CRAFT

### SS1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>PRINTING PROCESSES</b></p> <p>Letter press/relief printing.</p> <p>Offset/lithographic/panographic.</p>	<p>Teacher explains printing processes and their functions, displays some of the materials and tools.</p> <p>Students discuss printing processes and their functions, identify some of the tools/materials.</p>
2	<p><b>PRINTING PROCESSES (CONT)</b></p> <ul style="list-style-type: none"> <li>- Gravure/intaglio printing</li> <li>- Screen/stencil printing</li> <li>- Flexography</li> </ul>	<p>Teacher explains printing processes and their functions, displays some of the materials and tools.</p> <p>Students discuss printing processes and their functions, identify some of the tools/materials.</p>
3	<p><b>PRINTING PROCESSES (CONT)</b></p> <ul style="list-style-type: none"> <li>- Functions of each process</li> <li>- Materials, tools, and equipments commonly used.</li> </ul>	<p>Teacher explains printing processes and their functions, displays some of the materials and tools.</p> <p>Students discuss printing processes and their functions, identify some of the tools/materials.</p>
4	<p><b>TECHNICAL WORKSHOP IN PRINTING INDUSTRY.</b></p> <p>Types of technical workshop in the printing industry;</p> <ul style="list-style-type: none"> <li>a. Computer room</li> <li>b. Image-origination/composing</li> <li>c. Lithographic- darkroom.</li> </ul>	<p>Teacher discusses the type setting workshops in the printing industry showing picture of each section or room.</p> <p>Students differentiate among the four types of technical workshop, stating what is done in each room.</p>
5	<p><b>TECHNICAL WORKSHOP IN PRINTING INDUSTRY (CONT)</b></p> <ul style="list-style-type: none"> <li>- Machine room/types of</li> </ul>	<p>Teacher discusses the type setting workshops in the printing industry showing picture of each section or</p>

	<p>machine</p> <ul style="list-style-type: none"> <li>- Binding/finishing room</li> </ul>	<p>room.</p> <p>Students differentiate among the four types of technical workshop, stating what is done in each room.</p>
6	<p><b>PRINT MAKING</b></p> <p>Definition</p> <p>Types of print making e.g. relief, screen, intaglio, planography.</p>	<p>Teacher briefly describes each printing process, facilitates students discussion on each process, displays some materials/tools commonly used, ask and answer questions on printing.</p> <p>Students discuss printing process and the functions of each process, among a mixture of tools, identify tools commonly used.</p>
7	<p><b>RELIEF PRINTING WITHOUT A PRESS MATERIAL/MACHINE</b></p> <p>Leaf, wood, lino-cut, yam, potato, rubber etc</p>	<p>Teacher demonstrates on how to prepare and print using leaf, yam, etc</p> <p>Students participate along with the teacher.</p>
8	<p><b>EXCURSION TO PRINTING PRESS</b></p> <p>Visit a nearby printing press (industry)</p>	<p>Teacher leads them to a press.</p> <p>Students writes reports of their experience.</p>
9-10	<p><b>PROJECT</b></p> <ul style="list-style-type: none"> <li>-Make a wooden frame</li> <li>-Steple, apply gum (evostic) a mesh, silk on the frame</li> <li>-Design a sticker.</li> </ul>	<p>Teacher demonstrates on how to prepare and mount a mesh on frame.</p> <p>Students participate along with the teacher.</p>
11	Revision	Revision
12	Examination	Examination

## PRINTING CRAFT

### SS1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>SAFETY IN THE WORKSHOP</b>  -Safety precautions to be taken in technical workshop.  -Installation of air-condition.  -Electricals should not be exposed.  -All lights/switches should be put off at the close of work.	Teacher explains safety precaution in various workshops.  Students discuss in groups.
2	<b>SAFETY IN HOT METAL COMPOSING ROOM.</b>  -Avoid contact with lead particles.  -Handle the composing equipments with care.	Teacher explains safety precaution in various workshops.  Students adhere to the whole precautions.
3	<b>SAFETY IN DARK ROOM</b>  -Operators should master the layout of the darkroom.  -No electrical cable should be exposed to prevent electrocution.  -Operators.  -No pointed objects should be installed in the darkroom etc	Teacher explains safety precaution in various workshops.  Students adhere to the whole precautions.
4	<b>SAFETY IN THE MACHINE ROOM</b>  - Only authorized persons should be allowed in the machine. - Dress code; avoid wearing long sleeves, rings, etc while operating the machine. - Safety device instruction; safety	Teacher explains safety precaution in various workshops.  Students adhere to the whole precautions.

	devices on the machine must be applied before use etc	
5	<p><b>SAFETY IN THE BINDING AND FINISHING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>- Major uses of guillotine</li> <li>- Playing with objects</li> <li>- First aid box</li> <li>- Fire extinguisher and smoke detector</li> <li>- Good ventilation</li> <li>- Efficient disposal of ink container.</li> </ul>	<p>Teacher explains safety precautions in various workshops.</p> <p>Students adhere to the whole precautions provided.</p>
6	<p><b>MAINTENANCE OF MACHINES, TOOLS, AND EQUIPMENTS IN PRINTING WORKSHOP</b></p> <p>-Name the equipments/tools in printing workshop.</p> <p>-Name the maintenance procedures in the printing workshop.</p>	<p>Teacher discusses the maintenance procedures in printing workshop.</p> <p>Students state the maintenance procedures in a printing workshop.</p>
7	<p><b>HAND COMPOSITION</b></p> <p>-Tools/equipments and facilities for hand composition.</p> <p>-Techniques, terminologies and principles in hand composition.</p> <p>-Types of alloy- type face.</p>	<p>Teacher intimates students with safety rules in a hand composing workshop, explains the principles of composition, terminologies, the rudimentary processes of foundry metal hand, composition from the time of Gutenberg, briefly narrates the history of type.</p> <p>Students observe the safety precautions in the hand composition workshop, define foundry metal composition, identify type face structures and label them, list the constituents of type alloys and explain the percentages of each metal</p>

		to durable type, list different type face for composition.
8	<p><b>DESIGN FOR PRINTING</b></p> <p>Application of elements of art/design and principles of art/design in printing.</p>	<p>Teacher explains the concept of designs, lists the elements of design, lists the instruments for design and explain their uses, demonstrates the layout of a good design, evaluates students' design.</p> <p>Students discuss the concept of design, carry out simple design of complementary cards and letter-heads.</p>
9	<p><b>BOOK BINDING; A PRINT FINISHING</b></p> <p>-Stages in book and print finishing.</p> <p>-Types of binding e.g pamphlets, padding, edition case, spiral, loose sheet bindings.</p>	<p>Teacher familiarizes students with book binding and finishing processes, takes students on excursion to a bindary.</p> <p>Students demonstrate book binding and prints finishing through cutting and folding of paper, stitching and sewing, display your finished book.</p>
10	<p><b>BINDING MATERIALS/TOOLS AND EQUIPMENTS</b></p> <p>Materials for book binding</p> <p>Tools and equipments for book binding.</p>	<p>Teacher displays some materials, tools and equipments for book binding and print finishing.</p> <p>Students identify the materials, tools and equipments on display.</p>
11	<p><b>PROJECT</b></p> <p>Simple book binding.</p>	<p>Teacher demonstrates on how to prepare a simple book binding-padding.</p> <p>Students participate along</p>



		with the teacher.
12	Revision	Revision
13	Examination	Examination

## GSM MAINTENANCE AND REPAIRS

### SS 1 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITY
1	<b>Principles of AC and DC quantities</b> The principle of AC and DC quantities	Explain the principle of AC and DC quantities
2	<b>The principles of AC and DC quantities</b> Difference between AC and DC quantities	Differentiate accurately between AC and DC quantities
3	<b>Simple Electric Circuits</b> 1. Ohms law 2. Definition of terms a) Current b) Voltage c) Resistance d) Power	a) State ohm's law b) Define the following terms Current, voltage, resistance and power.
4	<b>The simple Electric Circuits II</b> 1. Uses of resistors, capacitors and inductors 2. Colour coding of carbon resistors.	a) State the uses of resistors, capacitors, inductors and transformer b) Identify colour coding of carbon resistors
5	<b>Common Electronic devices</b> Definition of terms: diode, transistors, integrated circuits (IC) Uses of diode, transistors, Integrated circuits (IC)	1. Define the terms ; diode, transistors, Integrated Circuits (IC) 2. Mention the uses of diode in a circuits.
6	<b>Common electronics devices II</b>	1. State the differences btw the digital and analogue ICs

	Differentiate btw digital and analogue ICs Pin numbering and lay out of ICs	2. Show the Pin numbering and layout system of ICs
7	<b>Electronics signs and symbols</b> a) Types of electronic diagram b) Types of electronic sign and symbols	1. Draw different types of electronic diagrams 2. Identify different types of electronics signs and symbol
8	<b>Power supply and amplifiers</b> a) Constructional features of power supply. b) Uses of a power supply	1. Guide students to construct simple power supply circuit 2. Describe the uses of a power supply
9	<b>The power supply and amplifiers</b> a) Definition of a amplifier b) Types of amplifier c) Uses of amplifier	1. Define a amplifier 2. Identify different types of amplifiers 3. State the uses of amplifiers
10	<b>Measuring instrument</b> 1. Types of electronics measuring instruments 2. Different btw analogue and digital multi meter 3. Uses of electronics measuring instrument	1. State different types of electronics measuring instruments 2. State the different btw analogue and digital multi meter 3. Demonstrate the uses of the instrument for test electronics components and circuits
11	Practical	General practical
12 - 13	Revisions and examination	Examination

## GSM MAINTENANCE AND REPAIRS

### SS1 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Introduction to computer</b> 1. Definition of computer 2. Types of computer (digital and analogue)	a) Guide student to define a computer b) Identify the types of computer e.g. digital computer and analogue computer
2	<b>Introduction to computer contd</b>	a) Identify the hardware and

	1. Hardware and software components of computers	software components of a computer system
3	<b>Introduction to internet</b> 1. Definition of internet 2. Services and application of the internet	a) Guide students to to define internet b) State the services / application of the internet
4	<b>Browsing the internet</b> 1. Browsing brand websites 2. Downloading the GSM repairs software, ring tones, video / audio files etc	a) Demonstrate browsing the web with search engines b) Browse brand websites c) Demonstrate downloading of GSM repair software, ringtone, video/audio files etc
5	<b>National and International carrier</b> 1. Definition of GSM carriers 2. Difference between National and International carrier	a) Guide students to define GSM carrier b) Differentiate between national and International carrier
6	<b>National and International carrier</b> 1. List of National and international carriers with examples	1. List national and International carriers
7	<b>GSM Phone services Providers</b> Definition of GSM phone service providers	1. Define GSM Phone service providers
8	<b>Major GSM phone service providers</b> 1. List major service providers in Nigeria and their websites	2. List major service provider in Nigeria and their websites
9 – 10	<b>General troubleshooting, maintenance and repair</b> 1. General troubleshooting of GSM phones 2. Basic maintenance of GSM phones 3. Repairs in GSM Phone	1. Students should identify basic components of GSM phones 2. Identify fault when required
11 – 12	Revision	Revision
13	Examination	examination

## REFRIGERATION AND AIR CONDITIONING

### SS 1 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Safety in the workshop</b> Workshop rules and regulations	Explain the need for safety in the workshop while the students participate effectively
2	<b>Safety in the workshop</b> Safety devices and equipment	Teacher demonstrates proper workshop dressing while the students demonstrates dressing code and observed rules and regulations
3	<b>Safety in the workshop</b> Dressing code in the workshop	Teacher demonstrates proper workshop dressing while the students demonstrates dressing code and observed rules and regulations
4	<b>Safety in the workshop</b> Accidents prevention techniques	Teacher explain ways of preventing accident in the workshop while students operates on safety devices and equipment
5	<b>First aid</b> First aid materials	The teacher list and state the uses of first aid materials which the student demonstrate the application of first aid on accident victim
6	<b>First aid</b> Application of first aid materials	The teacher list and state the uses of first aid materials which the student demonstrate the application of first aid on accident victim
7	<b>Energy</b> Definition of energy, the process of energy conversion e.g. electrical to chemical, gas to vapour	Teacher to define energy, gives examples which the students note the forms and uses.
8	<b>Nature of matter</b> Nature of matter, i.e. solid, liquid, gas and vapour etc	Teacher to list the states of matter while students participates actively in the discussion
9	<b>Nature of matter</b> Change of state of matter	Teacher to explain how matter can change from one state to another e.g liquid to solid etc
10	<b>Temperature and its measurement</b> Concept of temperature	Teacher explain the concept of temperature and students to define temperature
11	<b>Temperature and its measurement</b> Different type of thermometer	Teacher to state different unit of temperature, describe different types of thermometer and their applications

	e.g. gas, liquid, resistance and thermo couple etc.	
12	<b>Temperature and its measurement</b> Temperature scales, conversion e.g. F to C	Teacher to illustrate conversion of one temperature scale while the students demonstrates
13	Revision and examination	Revision and examination

## REFRIGERATION AND AIR CONDITIONING

### SS1 SECOND TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Pressure and its measurement</b> Concept pressure	Teacher to explain the concept pressure while the student define pressure and state the units.
2	<b>Pressure and its measurement</b> Different types of pressure measuring devices e.g. barometer, monometer and their uses	Teacher to demonstrate how to measure pressure and how to interpret its values while the students identify various types of pressure measuring devices and their application
3	<b>Pressure and its measurement</b> Barometer and monometers as pressure measuring devices	Teacher to demonstrate how to measure pressure and how to interprets its values while the students identify various types of pressure measuring devices and their application
4	<b>Pressure and its measurement</b> Pressure measuring devices e.g. bourdon gauge	How to measure pressure and interpret its values
5	<b>Pressure and its measurement</b> Pressure measurement	How to measure pressure and interprets its values
6	<b>Introduction to refrigeration</b> Refrigeration cycle 1. Evaporation 2. Compression	The teacher to explain the refrigeration cycle and emphasis the sequence. While student's lists the stages of the circle.

	3. Condensation 4. Expansion	
7	<b>Introduction to refrigeration</b> Layout diagrams of refrigeration system	The teacher to draw and describe the layout diagrams of refrigeration systems for the students to do same
8	<b>Refrigerants</b> Definition of refrigerants	The teacher to define refrigerants while the students are to note the difference
9	<b>Refrigerants</b> Types of refrigerants	The teacher to explain types refrigerants while the students are to observe the different type
10	<b>Refrigerant</b> Chemical names and formulae of refrigerants	The teacher to explain the various chemical names and formulae of different refrigerants
11 – 12	Revision and examination	Revision and examination

### REFRIGERATION AND AIR CONDITIONING

#### SS1 THIRD TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>Refrigerants</b> Properties of refrigerants	Teacher to explain the different types of refrigerants and their properties while students note the properties of refrigerants
2	<b>Refrigerants</b> Uses of refrigerants	Teacher emphasize on different application of refrigerants while the students observe the application in a refrigeration work shop
3	<b>Compressor</b> Types of compressor	Teacher list and describe different types of compressor while the students differentiate the types
4	<b>Compressors</b> Construction of compressors 1. Reciprocatory 2. Centrifugal	The teacher draws and label different types of compressors identifying different components and how it works while students identify various components
5	<b>Compressors</b> Construction of compressors 1. Screw 2. rotary	The teacher draws and label different types of compressors identifying different components and how it works while students identify various components
6	<b>Compressors</b> Working principles of compressors	The teacher explains the operation of the students
7	<b>Evaporators</b> Types of evaporators	The teacher list and differentiate types of evaporators.
8	<b>Evaporators</b> Construction of evaporators e.g direct expansion	Teacher emphasizes different construction of evaporators e.g direct expansion type and its working

		principles.
9	<b>Evaporators</b> Construction of evaporators e.g flooded expansion	Teacher emphasizes different construction of evaporators e.g flooded expansion type while students describe working principles.
10	<b>Evaporators</b> Working principles of evaporators	The teacher draws and label evaporator assembly and explains its operation while the students identify its working principles.
11	<b>Basic tools used in the refrigerator and air conditioning system</b> Basic tools e.g. hark saw, spring bender, reamers, tube cutters etc.	The teacher displays, draws and explain basic tools and demonstrates their uses while the students identify the use of the basic tools.
12	<b>Servicing an Air conditioner</b> Tools and procedures for servicing a window unit air condition	The teacher identifies the tools and procedures in servicing an air conditioner.
13 – 14	Revision and Examination	Revision and Examination

**ANIMAL HUSBANDERY SS1  
SS 1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1.	Introduction to Animal Husbandary	i. Define Animal Husbandary ii. Explain Farm Animal iii. Economic importance of Farm Animals iv. Scope of Animal Husbandary	i. The teacher leads the classroom discussion . ii. Teacher provides pictures/ videos of livestock farm.

2.	Classification of farm animals	Classification based on Nutrition i. Ruminants- (a) Big ruminant eg. Cattle b. small ruminant eg. Sheep, goats. ii. Non- Ruminant eg. Poultry, pig, rabbit, horses/ donkeys, snail, bees, grass cutter	i. The teacher displays live farm animals. ii. Students observe live farm animal and classify them.
3.	Parts, organs and functions in farm animals	I. Parts and organs of farm animals - Digestive systems, Respiratory system, Nervous systems, Circulatory systems.	i. The teacher dissects live farm animals in the laboratory ii. Students identify the various organs.
4.	Functions of parts/organs of farm animals	i. Functions of digestive system of ruminants ii. Functions of digestive system of non-ruminants	i. The teacher dissects live farm animals in the laboratory ii. Students identify the various organs.
5	Functions of parts/organs of farm animals	i. Functions of respiratory system ii. Functions of nervous system iii. Functions of circulatory system	i. The teacher dissects live farm animals in the laboratory ii. Students identify the various organs.
6	Functions of parts/organs of farm animals	i. Functions of skeletal system ii. Functions of reproductive system.	i. The teacher dissects live farm animals in the laboratory ii. Students identify the various organs.
7	Practical on organs of farm animals	i. Digestive system of poultry bird: non – ruminant ii. Digestive system of goat and sheep: ruminant iii. Preservation of vital	i. The teacher dissects live farm animals in the laboratory ii. Students identify the various organs.



		organs in the laboratory	
8	Practical on organs of farm animals	i. Skeletal system of poultry ii. Skeletal system of sheep, goat and cow	i. The teacher dissects lives farm animals in the laboratory ii. Students identify the various organs.
9	Practical on organs of farm animals	i. Reproductive system of poultry (male and female) ii. Reproductive system of ruminant e.g. goat and sheep (male and female)	i. Teacher dissects small ruminant and poultry to expose the internal organs for students to observe ii. Students to visit abatiour to identify internal organs of farm animals
10	Practical on organs of farm animals	i. Skeletal system of snails ii. Skeletal system of honey bee	i. Students to make collection of snails and preserve them in the laboratory  iii. Students to make a collection of honey bees and honey comb.  iv.
11	Practical on organs of farm animals	Visit to abatiour to identify internal organs of farm animals	i. Teacher demonstrates the preservation of farm animal organs in the laboratory ii. Students are to preserve animal specimens collected during their visit to abatTior.
12	Revision	Revision	Revision
13	Examination	Examination	Examination

**ANIMAL HUSBANDERY  
SS I SECOND TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1	LIVESTOCK REPRODUCTION	i. Explain the term livestock reproduction ii. Definition of terms in livestock reproduction e.g. ovulation, oestrus cycle, heat period, mating, gestation, parturition, lactation.	i. Teacher guides the classroom discussion ii. Teacher displays pictures & charts.
2	REPRODUCTION PROCESS OF LIVESTOCK	i. Reproduction process in ruminants e.g. cattle, sheep & goat.	i. Teacher guides the classroom discussion ii. Teacher displays pictures & charts.
3	REPRODUCTION PROCESS OF LIVESTOCK	i. Reproduction process in poultry with emphasis on e.g. formation.	i. Teacher displays incubator for students to observe ii. Students to carry out incubation of eggs in the school farm.
4	REPRODUCTIVE HORMONES	i. Sources and roles of female hormones e.g. oestrogen, progesterone, relaxin, oxytocin. ii. Sources and roles of male hormones e.g. testosterone/androgen.	i. Teacher guides the classroom discussion.
5	PRACTICAL ON LIVESTOCK REPRODUCTION	i. Lengths of oestrus cycle of cattle, goat, sheep, pig etc. ii. Detection of heat period iii. Various signs of heat in female farm animal.	i. The teacher displays live pregnant female farm animals for students to observe. ii. Provides videos of farm animals in heat for students to watch.
6	PRACTICAL ON LIVESTOCK REPRODUCTION	i. Observation of female animals in the school farm for heat period ii. Observation of female	i. The teacher displays a live pregnant female farm animal for students to observe.

		<p>animals in the school farm for pregnancy</p> <p>iii. Detection of gestation period of goat, sheep, cattle, pig, rabbit etc.</p>	<p>ii. Students to monitor pregnant farm animals till parturition.</p>
7	MANAGEMENT PRACTICES OF PREGNANT FARM ANIMALS	<p>i. Management of Pregnant farm animal include:-</p> <ul style="list-style-type: none"> <li>- Regular feeding</li> <li>- Adequate feeding</li> <li>- Steaming up</li> <li>- Adequate body exercise</li> <li>- Separation from male animals</li> <li>- Provision of clean &amp; adequate water</li> <li>- Administration of drugs where necessary.</li> </ul>	<p>i. The teacher guides the classroom discussion</p>
8.	PRACTICAL ON MANAGEMENT PRACTICES OF PREGNANT FARM ANIMALS	<p>i. Visit to an established and standard farm</p> <p>ii. Students to manage pregnant farm animals in the school farm</p> <p>iii. Students to keep records of events from pregnancy to parturition.</p>	<p>i. Teacher demonstrates the care of pregnant farm animal</p> <p>ii. Students to submit their farm animal record book</p>
9.	PRACTICAL ON PARTURITION	<p>i. Teacher to provide videos of farm animal giving birth.</p> <p>ii. Students to visit established farm to witness parturition in farm animal</p> <p>iii. Detection of signs of approaching parturition.</p>	<p>i. Students to visit established farm to witness parturition in farm animals or watch a video of parturition in farm animal</p>
10.	CARE OF THE YOUNG ANIMAL IMMEDIATELY AFTER BIRTH	<p>i. Foetus expulsion/cleaning up</p> <p>ii. Naval cord cutting</p> <p>iii. Access to colostrums</p> <p>iv. Lactation</p>	<p>i. The teacher demonstrates the care of the young farm animal immediately after birth.</p> <p>ii. Students to participate in the care of the young farm animals.</p>

11	Revision	Revision	Revision
12	Examination	Examination	Examination

**ANIMAL HUSBANDERY  
SS I THIRD TERM**

WEEK	TOPIC	CONTENT	ACTIVITIES
1	LIVESTOCK MANAGEMENT SYSTEM	<ul style="list-style-type: none"> <li>i. Explain the concept of livestock management</li> <li>ii. Outline the livestock management system.</li> </ul>	<ul style="list-style-type: none"> <li>I). The teacher directs the classroom discussion</li> <li>II). Teacher displays pictures of livestock management systems</li> <li>III). Student to visit established farm</li> </ul>
2	Intensive management system	<ul style="list-style-type: none"> <li>i. Advantages of intensive management</li> <li>ii. Disadvantages of intensive management</li> </ul>	<ul style="list-style-type: none"> <li>I). The teacher directs the classroom discussion</li> <li>II). Teacher displays pictures of livestock management systems</li> <li>III). Student to visit established farm</li> </ul>
3	Semi-intensive management system	<ul style="list-style-type: none"> <li>i. Advantages of Semi-intensive management system</li> <li>ii. Disadvantages of Semi-intensive management system</li> </ul>	<ul style="list-style-type: none"> <li>I). The teacher directs the classroom discussion</li> <li>II). Teacher displays pictures of livestock management systems</li> <li>III). Student to visit established farm</li> </ul>
4	Extensive management system	<ul style="list-style-type: none"> <li>i. Advantages of Extensive management</li> <li>ii. Disadvantages of Extensive management</li> </ul>	<ul style="list-style-type: none"> <li>I). The teacher directs the classroom discussion</li> <li>II). Teacher displays pictures of livestock management systems</li> <li>III). Student to visit established farm</li> </ul>
5	Management practices in livestock	<ul style="list-style-type: none"> <li>i). Management practices of ruminants (goats, sheep, cattle, cattle) e.g. <ul style="list-style-type: none"> <li>- Housing, feeding,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i). Teacher directs classroom discussion</li> <li>ii). Teacher demonstrates feeding, castration, dehorning,</li> </ul>

		sanitation, castration, dehorning, tattooing, ear notching, deworming, vaccination and culling	deworming and vaccination
6	Management practices in livestock	ii). Management practices of poultry - Housing and equipment (feeder, drinker etc.) - Brooding incubation - Feeding of chicks, layers, broilers etc. - Common diseases of poultry and control - Vaccination - Debeaking - Culling	i). Teacher directs classroom discussion ii). Teacher demonstrates feeding, castration, dehorning, deworming and vaccination
7	Management practices in livestock	i). Management practices of pig a). Housing b). Feeding c). Diseases and control d). Breeding	i). Teacher directs the classroom discussion ii). Teacher displays pictures/videos of rabbit
8	Management practices in livestock	ii). Management practices of rabbit a). Housing b). Feeding c). Diseases and control d). Breeding	i. Displays pictures/videos of rabbit
9	Practical on management practices of ruminant	i). Students are assigned to manage goat, sheep, cattle in the school farm ii). Students to keep records of animals in the school farm	i). Students are assigned to manage goat, sheep, cattle etc. ii). Students keep farm animal records and submit their record books
10	Practical on management practices of poultry	i). Students are assigned to manage the school poultry ii). Student to keep records of animals in the school farm.	i). Students are assigned to manage goat, sheep, cattle etc. ii). Students keep farm animal records and submit their record books.

11	Practical on management practices of rabbit and pig	i). Students are assigned to manage rabbit or pig ii). Students keep records of rabbit or pig in the school farm.	“
12	Revision	Revision	Revision
13	Examination	Examination	Examination

### FURNITURE MAKING SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Workshop Safety Rules And Regulation -Sources of furniture workshop accident	-State and explains sources of accident in the workshop
2	General Workshop Safety -Safe working condition	-Describe safe working condition -State the general safety rules in the furniture workshop
3	Safe Working Habits -Safe working condition and techniques	-Demonstrate appropriate safety habits in the workshop -Apply safe working conditions and technique in the furniture workshop
4	Hand Tools Safety -Carrying and storing hand tools	-State the rules of carrying and storing hand tools -State the rules of carrying and storing hand tools
5	Hand Tools Safety -Using hand tools	-Demonstrate safe ways of using hand tools -Demonstrate the appropriate ways of using hand tools.
6	Hand Tools Safety	-Sate and demonstrate safe ways of using hand tools.
7	Workshop Bench And	-Show students a work bench

	Appliances -The workbench and it's uses	-Sketch and label the work bench
8	Workshop Bench And Appliances -The workbench and appliances	-State the uses of the work bench -List the work bench appliances
9	Work Bench Appliances -Work bench appliances e.g. bench hook G. cramp, vice etc.	-Sketch the appliances -List the work bench appliances and their uses
10	Work Bench Appliances -The work bench appliances and their uses	-Show the students the work bench appliance -Demonstrate the
11	Revision	Revision
12	Examination	Examination
13	Examination	Examination

### FURNITURE MAKING SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	Timber Growth -Parts of a tree and types of tree growth	-Sketch a tree and explain it's growth -Label the parts of a tree
2	Timber growth structure and classification -Cross section of a tree	-Sketch and label the cross section of a tree -State the functions of the part
3	Classification Of Timber -Classification of timber tree	-Classifies tree and sate the characteristics of each class -State the classification of the timber trees and their characteristics
4	Conversion Of Timber -timber conversion	-Explain the meaning of timber conversion -Sketch the different methods of timber

		conversion
5	Methods of Timber Conversion -Methods of timber conversion	-State describes and sketch the different methods of timber conversion -State describes the various methods of timber conversion
6	Advantage And Disadvantages Timber conversion -Advantages and disadvantages of timber conversion	-State advantages and disadvantages of timber conversion -Advantages and disadvantages of different method of timber
7	Seasoning Of Timber -Timber seasoning	-Explains the term seasoning of timber -State the advantages of seasoning timber -Describe the various method of seasoning timber -State the advantages and disadvantages of seasoning timber
8	Methods Of Seasoning Timber -method of timber seasoning	-Describe and sketch the various method of various method of seasoning timber.
9	Defect In Timber -meaning of defect in timber -Growth defects -Growth defects -Seasoning defects -Defect coursed by insect .	-Explain the meaning of defects -Classifies defects -Give Examples of de
10	Preservation Of Timber -Meaning of timber preservation and preservatives -Characteristics of good wood preservatives -Application of wood preservatives	-Explains the meaning of timber preservative -State the characteristics of good wood preservatives -List with examples of different types wood preservatives -Discuss the different method of applying wood preservatives
11	Revision	Revision
12	Examination	Examination



**FURNITURE MAKING  
SS 1 THIRD TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	Hand Tools Type, Classification And Uses -Types of tools classification of hand tools	-Present and name different types of hand tools -Classifies hand tools according to their uses -Demonstrate the uses of different hand tools.
2	Uses of different hand tools	-demonstrate the use of hand tools -Use different hand tools -Practice the use of different hand tools.
3	Safety In The Use Of Hand Tools -Hand tools safety rules and regulation	-State and explain hand tools safety rules and regulations -Demonstrates hand tools safety handing /usage -Observe safety rules and regulations when using hand tools
4	Machines Uses And Safety Precautions -Uses of different machines safety precautions	-Name and explains the uses of different machines -List machine safety precautions -Demonstrate machine use and safety precautions.
5	Timber Preparation -Cutting timber to sizes -Mark and plane timber to find size	-Demonstrates the process of cutting timber to final size -Demonstrate making out and planning to finish size -Explain the use of face and edge marks.
6	Classification Of Common Wood Work Joints -Types of common wood work joints and their classification -Uses of common wood work	-Explain common wood work joints and classify them e.g. widening joints, framing joints angle joints

	joins	
7	Construction Of Joins -Basic requirements of common wood work joints e.g. stability rigidity easy to constructs.	-Explain common wood work joints and classify them demonstrate the construction of joints in a simple projects
8	Types Of Construction -Types of framed carcass construction	-Describes framed carcass construction -Demonstrates simple framed carcass construction (make a framed cabinet)
9	Free Hand Sketching Of Future Items -Basic sketching principles	-Explain and demonstrate basic sketching principles -Make sketches of common house hold furniture items.
10	-Sketching common house hold furniture items	-Make free hand sketches of common house hold furniture items .
11	Revision	Revision
12	Examination	Examination

## BOOK KEEPING

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>Meaning of Book Keeping :-</b> i) Meaning of book-keeping ii) importance of book-keeping	Teacher-discusses the meaning of book-keeping i). Discuss the importance of book-keeping. Students: - define book-keeping. ii). Outline the importance of book-keeping. Instructional Resource- A Chart showing the importance of book-keeping
2.	<b>History of Book Keeping:-</b> i) Narrate briefly the history of book- keeping in Nigeria.	Teacher- Discusses the history of book-keeping in Nigeria Students:- Students participate in the discussion Instructional Resources :- A visit to the office of the book-keeper
3.	<b>Career opportunities in book-keeping:-</b> i)Discuss the career opportunities ii) Identify the beneficiaries of book-keeping.	Teacher: - Discuss the career opportunities and beneficiaries of book-keeping. Students:- i)State 5 career opportunities ii)list 3 beneficiaries of book-keeping Instructional Resources:- A picture book- keepers
4.	<b>Assets and Liabilities:-</b> i)Meaning of assets ii) Mention various classes of assets in order of permanency and liquidity.	Teacher:- i) Classify assets into their various classes. ii) Students should list the classes of assets. Instructional Resources:- A chart showing the list of assets

<p>5.</p>	<p><b>Assets and Liabilities (Cont.)</b>  i) Meaning of liabilities  ii). Differentiate between assets and liabilities  iii). explains the classification of liabilities  iv). Examples of liabilities</p>	<p>Teachers:-  (i) Define liabilities  (ii) Differentiate between assets and liabilities  (iii) Examples of assets and liabilities  Students activities  i. Define assets and liabilities  (iv) Differentiate between assets and liabilities  ii. List the classes of assets and liabilities  Instructional resources- a chart showing the list of liabilities.</p>
<p>6.</p>	<p><b>Business transactions</b>  i) Meaning of business transaction.  ii) list the different types of business transaction  iii) Identify those involved in business transaction e.g buyer, sellers, and costumers.</p>	<p>Teacher:-  I. Define business transaction  II. List those involved in business transactions.  III. Give example of people involved in business transaction.  IV. Use a diagram to explain further.</p>
<p>7</p>	<p><b>Debtors and creditors:-</b>  i. Explain the term debtors  ii. Explain the term creditors.  iii. Differentiate between debtors and creditors.</p>	<p>Student activities:-Student understands business transaction together with the example.  Instructional Resources- picture of various business centres.</p>
<p>8.</p>	<p><b>Source documents:-</b>  i. Explain meaning of source document.  ii. Explain types of source</p>	<p>Teacher:-demonstrate how to identify debtors and creditors.  Student activities:-</p>

	documents.eg invoice, receipt, voucher, creditor, debits' notes etc.	<ul style="list-style-type: none"> <li>i. Define term debtor.</li> <li>ii. Define term creditor.</li> <li>iii. Give example of debtors and creditors.</li> </ul>
9.	<p><b>Source document:</b></p> <ul style="list-style-type: none"> <li>1. Explain the content of each source document.</li> <li>2. Mention the uses of source document.</li> </ul>	<p>Teacher activities :-shows the examples of each source documents</p> <p>Student activities</p> <ul style="list-style-type: none"> <li>i. Define source document.</li> <li>ii. Give example of sources documents.</li> </ul> <p>Instructional resources: specimen of source document and journals.</p>
10	<p><b>Book of original entry:</b></p> <ul style="list-style-type: none"> <li>1. Explain the meaning of journals</li> <li>2. Mentions the types of journals e.g sales, purchases, returns inwards, return outwards, general journal.</li> </ul>	<p>Teachers' activities: teachers explain how to record information in source documents.</p> <p>Students activities: students identifies contents of each journal.</p> <p><b>Instructional Resources:</b> specimen of source document and journals.</p>
11.	<p><b>Book of original entry:</b></p> <ul style="list-style-type: none"> <li>i. Draw the format of a journal</li> <li>ii. Explain the functions of each column.</li> <li>iii. Explain the uses.</li> </ul>	<p>Teachers activities: illustrate how to draw the format of the journal</p> <p>Students' activities: students identify contents of each journal.</p> <p><b>Instructional Resources:</b> specimen of source document and various types of journals.</p>
12	<p><b>Book of original entry:</b></p> <ul style="list-style-type: none"> <li>i. Explain how to extract information from source</li> </ul>	<p>Teacher activities:-</p> <ul style="list-style-type: none"> <li>i. illustrate how to draw the format of</li> </ul>

	<p>document in the books of original entry</p> <p>ii. Differentiate the types of journal</p>	<p>journal</p> <p>ii. Solve questions for the students.</p> <p>Students' activities: students understand how to draw the format and extract information</p> <p>Specimen of various types of journals and source document.</p> <p>Teacher activities. Teacher explains how information is extracted from source documents.</p> <p>Students activities:</p> <p>i). Differentiate between various types of journal</p> <p>ii). Identify the contents of each journal</p> <p>Instructional Resources: Specimen of various types of journals.</p>
13	Revisions	Revision
14	Examinations.	Examination

## BOOK KEEPING

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>Ledger:</b></p> <p>i) Define ledger</p> <p>ii) Explain the division of ledger into debit and credit side</p> <p>iii) Identify items on ledger.</p>	<p><b>Teachers activities:</b></p> <p>i. Teachers define ledger</p> <p>ii. Teachers list the items on the ledger</p> <p><b>Students Activities:</b></p> <p>Students ask questions on items on the ledger</p> <p><b>Instructional Resources:</b></p> <p>Specimen on ledger and the</p>

2	<p><b>Ledger:</b></p> <ol style="list-style-type: none"> <li>i. Draw the format of ledger</li> <li>ii. Explain types of ledger account.</li> </ol>	<p>relevant text books.</p> <p><b>Teachers Activities:</b> Teachers discuss with the learner the contents of the ledger and its importance.</p> <p><b>Students Activities:</b> students make correct entries in the ledger.</p> <p><b>Instructional Resources:</b> Specimen of ledger and relevant text books.</p>
3.	<p><b>Ledger:</b></p> <ol style="list-style-type: none"> <li>i. Explain the uses of ledger</li> <li>ii. Post entries correctly in the ledger</li> <li>iii. Practice more exercise</li> </ol>	<p><b>Teachers Activities:</b> Teachers guide the learner on how to enter correctly in the ledger.</p> <p><b>Students Activities:</b> students make correct entries on the ledger.</p> <p><b>Instructional Resources:</b> Specimen of ledger</p>
4.	<p><b>Single column cash book:</b></p> <ol style="list-style-type: none"> <li>i. Explain the meaning of single column cash book</li> <li>ii. Explain items of a single column cash book</li> <li>iii. List the uses of single column cash book.</li> </ol>	<p><b>Teachers Activities:</b> Describes single column cash book.</p> <p><b>Student Activities:</b> Learners understand the uses of single column cash book.</p> <p><b>Instructional Resources:</b> Specimen of a ledger and a cash book format</p>
5.	<p><b>Single column cash book:</b></p> <ol style="list-style-type: none"> <li>i. Preparation of single column cash book</li> <li>ii. Practices more exercise on single column cash book.</li> </ol>	<p><b>Teacher Activities:</b> teacher list the rule for posting in a single column cash book.</p> <p><b>Student Activities-</b> students understand the rules and practice more exercise.</p> <p><b>Instructional Resources:</b> Specimen of a ledger and a cash book.</p>

6.	<p><b>Double column cash book:</b></p> <ol style="list-style-type: none"> <li>i. Explain the meaning of double column cash book.</li> <li>ii. Identify items on the double column cash book(through format)</li> </ol>	<p><b>Teachers Activities:</b> Teacher describes the double column cash book.</p> <p><b>Students activities:</b> Students were show the ruled ledger for its preparation. students understand the rule for posting</p> <p><b>Instructional Resources:</b> Specimen of a ledger and chart showing format of double column cash book</p>
7.	<p><b>Principles of double entry:</b></p> <ol style="list-style-type: none"> <li>i. Explain the meaning of double entry.</li> <li>ii. State the role of double entry.</li> </ol>	<p><b>Teacher Activities:</b></p> <ol style="list-style-type: none"> <li>i. Explain the meaning of double entry.</li> <li>ii. State the rules.</li> </ol> <p>Student activities: Students understand the rule of double entry</p> <p>Instructional Resources : A chart showing the format of cash book.</p>
8	<p><b>Double column cash book:</b></p> <ol style="list-style-type: none"> <li>i. Preparation of double column cash book with emphasis on cash and bank column, both on receipt and payment side.</li> <li>ii. Differentiate between single column cash book and double column cash book.</li> </ol>	<p><b>Teacher Activities:</b> List the rules of posting the double column cash book</p> <p>Student Activities: Students understand the rules and use it to solve more exercise.</p> <p>Instructional resources: A chart showing the format of ledger and double column cash book.</p>
9.	<p><b>Contra –Entry:</b></p> <ol style="list-style-type: none"> <li>i. Explain the concepts' of contra-entry</li> <li>ii. Identify contra entry transactions.</li> <li>iii. Record contra entry</li> </ol>	<p><b>Teacher Activities:</b> Teacher describe concept of contra entry</p> <p>Students Activities: students understand contra entry and solve exercises.</p>



	transactions appropriately.	Instructional resources: A chart showing the format of cash book and relevant text books.
10.	<p><b>Principles of double entry contd.:</b></p> <ul style="list-style-type: none"> <li>i. Identify the account to be debited and the one to be credited.</li> <li>ii. Post transactions from cash book to ledger</li> </ul>	<p><b>Teacher Activities:</b></p> <ul style="list-style-type: none"> <li>i. Teacher explains the account to be debited and credited.</li> <li>ii. Illustrates how to apply the rule of double entry.</li> </ul> <p><b>Student Activities:</b> learners understand the rule and practise more exercise.</p> <p>Instructional resources: A chart showing the format of principles of double entry.</p>
11.	<p><b>Petty cash book:</b></p> <ul style="list-style-type: none"> <li>i. Explains the meaning of petty cash book</li> <li>ii. Explains classification of columns.</li> </ul>	<p><b>Teacher Activities:</b></p> <ul style="list-style-type: none"> <li>i. Define petty cash book</li> <li>ii. Classification of columns</li> </ul> <p><b>Student Activities:</b> students understand the classes of the columns</p> <p>Instructional resources: A chart showing the format of petty cash book.</p>
12.	Revision	Revision
13.	Examinations	Examination

## BOOK KEEPING

### SS 1 THIRD TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<p><b>Petty cash book:</b> Explains posting of transactions into various columns of petty cash book.</p>	<p><b>Teacher Activities:</b> Teacher states the rules of posting transactions into petty cash book. <b>Students Activities:</b> Practice more exercises on petty cash book. Instructional Resources: A chart showing the format of petty cash book.</p>
2.	<p><b>Trial balance:</b></p> <ol style="list-style-type: none"> <li>i. Explain the meaning of trial balance</li> <li>ii. State functions of trial balance.</li> <li>iii. State the rule for posting items from ledger to trail balance</li> </ol>	<p><b>Teacher Activities:</b></p> <ol style="list-style-type: none"> <li>i. Define trial balance</li> <li>ii. Explain the rule of trial balance</li> </ol> <p><b>Student Activities:</b></p> <ol style="list-style-type: none"> <li>i. Ask questions on trial balance</li> <li>ii. Participate in the discussion</li> </ol> <p>Instructional Resources: A chart showing the format of trail balance.</p>
3	<p><b>Trail Balance :</b></p> <ol style="list-style-type: none"> <li>i. Extract balances from ledger to trial balance,</li> <li>ii. Preparation of trial balance.</li> </ol>	<p><b>Teacher Activities:</b> Teachers explains rules for extracting balance from ledger to prepare trail balance <b>Student Activities:</b> Students understand the preparation of trial balance Instructional Resources: A chart showing the format of trial balance.</p>
4	<p><b>Corrections of errors:</b></p> <ol style="list-style-type: none"> <li>i. Explain the meaning of error</li> <li>ii. State the types of error</li> </ol>	<p><b>Teacher Activities:</b> Teacher describes classes of error.</p>

5	<p>iii. Identify the error affecting trial balance.</p> <p><b>Correction of errors:</b></p> <p>i. Identify error that do not affect trial balance</p> <p>ii. Correct errors identified in the trial balance.</p>	<p><b>Student Activities:</b> Students understand the different classes of error Instructional Resources: A chart showing the format of ledger and suspense account.</p> <p><b>Teacher Activities/Students:</b></p> <p>i. Demonstrate how to detect errors</p> <p>ii. Demonstrate how to correct the errors.</p> <p>iii. Prepare suspense account</p> <p><b>Instructional Resources:</b> A chart showing the format of trial balance and suspense account.</p>
6	<p><b>Trading Accounts:</b></p> <p>i. Identify trading account</p> <p>ii. State the purpose of trading account</p> <p>iii. Explains the terminologies used in preparation of trading Account. e.g Cost of goods sold, cost of goods available for sales. Etc.</p>	<p><b>Teacher Activities:</b></p> <p>i. Explain trading account.</p> <p>ii. Guide students in determining cost of goods sold.</p> <p><b>Students activities:</b></p> <p>i. Learners practice more exercise on trading account</p> <p>ii. Learners practice more exercise in calculating cost of goods sold.</p> <p><b>Instructional Resources:</b> A chart showing the format of trading account.</p>
7	<p><b>Trading Accounts:</b></p> <p>i. Rules format for constructing simple trading account, both vertical and horizontal</p> <p>ii. Determine the gross profit.</p>	<p><b>Teacher Activities:</b></p> <p>i. Explain rules for preparing or constructing trading account.</p> <p>ii. Practice more exercise on trading account.</p>

8	<p><b>Profit and loss Account:</b></p> <ol style="list-style-type: none"> <li>i. Define profit and loss account</li> <li>ii. State the purpose of profit and loss account.</li> <li>iii. Explain the terminology used in the preparation of profit and loss account.</li> </ol>	<p><b>Student Activities:</b> Learners practice more exercise on trading account. <b>Instructional Resources:</b> A chart showing the format of trading account.</p> <p><b>Teacher Activities:</b></p> <ol style="list-style-type: none"> <li>i. Explain profit and loss account</li> <li>ii. Guide students to prepare profit and loss account.</li> </ol> <p><b>Student activities:</b> Learners take note on profit and loss account. <b>Instructional Resources:</b> A chart showing the format of profit and loss account.</p>
9	<p><b>Profit and loss Account:</b></p> <ol style="list-style-type: none"> <li>i. Outline the rule for preparing a simple profit and loss account with the aid of format, both vertical and horizontal</li> <li>ii. Determine the net profit or loss by preparation of profit and loss account.</li> </ol>	<p><b>Teacher Activities:</b></p> <ol style="list-style-type: none"> <li>i). Teacher explains rules for preparing profit and loss account.</li> <li>ii). Teacher guides the student to determine net profit or loss.</li> </ol> <p><b>Student Activities:</b> Learners understand the rules for preparing profit and loss. <b>Instructional Resources:</b> A chart showing the format of profit and loss account.</p>
10	<p><b>Balance Sheet:</b></p> <ol style="list-style-type: none"> <li>i. Explain the meaning of balance sheet.</li> <li>ii. State the content of balance sheet with the aid of format both vertical and horizontal.</li> </ol>	<p><b>Teacher Activities:</b></p> <ol style="list-style-type: none"> <li>i. Teacher explain balance sheet.</li> <li>ii. State balance sheet content</li> </ol> <p><b>Student Activities:</b></p> <ol style="list-style-type: none"> <li>i. Understand the meaning of balance sheet.</li> <li>ii. Understand the</li> </ol>

		<p>contents of balance sheet.</p> <p><b>Instructional Resources:</b> A chart showing the format of balance sheet.</p>
11	<p><b>Balance sheet:</b></p> <ol style="list-style-type: none"> <li>i. State the uses of balance sheet</li> <li>ii. Prepare a simple balance sheet.</li> <li>iii. Practise more exercise.</li> </ol>	<p><b>Teacher Activities:</b> Teacher Identify the use of balance sheet</p> <p><b>Students activities:</b> Prepare a simple balance sheet.</p> <p><b>Instructional Resources:</b> A chart showing the format of trading account.</p>
12	Revision	Revision
13	Examination	Examination

