

# SCHEME OF WORK ON ALL THE SUBJECTS IN SS1

## COMPULSORY SUBJECTS

### ENGLISH STUDIES SS 1 FIRST TERM

WEEK	UNIT	TOPIC	CONTENT	ACTIVITIES
1	Speech	Selected consonant sound /j/, /z/, /ʒ/	/j/ view, jam, beauty /z/ beds, goes, buzz /ʒ/ 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. <b>Teacher:</b> 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.	1. The teacher explains the narrative composition. 2. Focuses on choice of words and tense forms

			<p>c. The day I met an AID patient.</p> <p>d. A kidnapping incident I witnessed.</p> <p>e. The day Chukwu was sentenced to prison for stealing a car.</p> <p>2. Tense forms for narrative essays.</p> <p>3. Developing topic sentences.</p> <p>4. Appropriate sentences.</p> <p>Types – simple, complex, and compound sentences</p>	<p>for narrative essays.</p> <p>3. Explains the importance of well punctuated essays for effective communication.</p> <p>4. Leads students to generate topic sentences for different paragraphs.</p> <p>5. Leads the students to develop logical, flowing narratives.</p>
2	Speech	/z/, /θ/	<p>/z/ seen in words like – mother, brother, broader, weather, than</p> <p>/θ/ - thin, thick, author, bath, mouth, wealth, wreath, cloth.</p>	<p>1. Show pictures of some of the items and real objects as well as pronounce them</p> <p>2. Use the words contextually in sentences e.g.</p> <p>a. He has a big brother</p> <p>b. Her mother is pretty.</p> <p>c. He has a big mouth.</p> <p>d. Ojo thinks of his parents all the time.</p>
	Vocabulary Development	Vocabulary associated	1. <u>Crops</u> : grains, seeds,	1. Teacher explains briefly

		with Agriculture	<p>seedlings, tubers, cassava, onions etc.</p> <p>2. <u>Farming activities:</u> bush-clearing, planting season, ridge making, staking, weeding, pruning, manure, fertilizer etc.</p> <p>3. <u>Implements:</u> tractors, hoe, axe, cutlass, silo-barn, bull-dozer, harvester, wicker etc.</p> <p>4. other related words bumper harvest, famine, crop-rotation, a good harvest, a bad harvest etc.</p>	<p>the importance of farming while students listen and state importance of farming.</p> <p>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.</p> <p>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.</p>
	Comprehension	Reading to comprehend	Use: 1. Short prose passages	1. The teacher operates and directs the use

		main ideas or story line.	<p>2. Recorded, but short prose passages.</p> <p>3. Short discussion on topical issues.</p> <p>4. Dialogue to bring out main points/themes, key points in all of the above listening and discussion session.</p> <p>Use passages on:</p> <ol style="list-style-type: none"> <li>1. Corruption</li> <li>2. Environmental</li> <li>3. Pollution</li> <li>4. HIV/AIDS etc.</li> </ol>	<p>of various aids.</p> <p>2. Leads the students to recognize and identify the key/main points in the discourse.</p> <p>3. Corrects students where necessary. Students participate actively in listening and discussions.</p>
	Structure	Nouns	<p>1. Revision of noun.</p> <p>2. The definite article and its function with the noun.</p> <p>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)</p>	<p>Uses short passages to revise nouns.</p> <p>a. <u>Nigeria</u> is a big country</p> <p>b. <u>People</u> love to watch the game of football.</p> <p>c. <u>The boy</u> kicked the <u>ball</u></p> <p>Students identify nouns in short passages and sentences.</p>
	Writing	Writing for effective communication – revising continuous writing (in given length)	<p>Expository composition reflecting current issues e.g.</p> <ol style="list-style-type: none"> <li>1. Describe how external</li> </ol>	<p>1. The teacher explains expository composition while students listen.</p>

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

				<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 <u>the ball</u></p> <p>Students identify noun phrases in the sentences.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Tape recorded passages</li> <li>2. Short prose passages.</li> <li>3. Newspaper/magazine clippings</li> <li>4. Students reading texts.</li> </ol>	<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.	<ol style="list-style-type: none"> <li>1. Paragraphing define.</li> <li>2. Punctuation – full stop, comma,</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher defines paragraphing students listen attentively.</li> </ol>

			<p>Question mark.</p> <p>3. Spelling – words familiar to students e.g. desk, pencil, hoe, farm, water, food, foot, chicken, goat.</p> <p>4. Doubling of consonants – spelling, befitting, beginning, announce, occasion, pudding</p>	<p>2. Teacher uses a short passage for full stop and comma exercises. Students insert question marks appropriately in questions with a short passage.</p> <p>3. Exercises on spellings.</p>
4	Speech	Consonants followed by /j/	<p>Words such as curious, cure endure, human, humour, future</p> <p>a. He is a curious boy</p> <p>b. Should endure the pain</p>	<p>1. Shows strips of cardboard with pre-written words showing the sound.</p> <p>2. pronounce them correctly and use them in sentences.</p> <p>3. Students repeat after the teacher.</p>
	Summary	Introduction to summary through identifying key words.	<p>1. Key words that aid summary of speeches lectures.</p> <p>a. in addition.</p> <p>b. as well as</p> <p>c. first; second; third etc</p> <p>d. also</p> <p>e. furthermore</p> <p>f. despite etc.</p> <p>2. Passages, speeches on current issues in which these</p>	<p>1. The teacher presents the speech. Lecture or passage to the pupils.</p> <p>2. Explains the significance of the words group of words in summarizing materials. The Students list the relevant words as identified from the</p>



			<p>words can be found e.g.</p> <ul 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> </ul>	<p>presentation and list the key words already identified.</p> <p>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.</p>
	Structure	Countable and uncountable nouns	<p>1. Revision of lesson on nouns</p> <p>2. Explanation of countable and uncountable nouns</p> <p>3. Nouns are both countable and uncountable depending on the structure e.g. water – a cup of water, sugar – two cups of sugar.</p> <p>4. Uncountable nouns that are used in singular forms e.g. news, advice, trousers, scissors, binoculars, information.</p>	<p>1. Selected sentences and passages from students' texts, newspapers and magazine clippings.</p> <p>2. Use these to teach the various aspects under content.</p> <p>3. Students ask questions for clarity of points and write ten nouns that could be used both as countable and uncountables sentences. Students pick out countable and uncountable nouns from a</p>

				given passage.
	Writing	Popular articles for various reading audiences	<p>1. A list of features of typical newspaper article differentiating them from features of a letter or a speech.</p> <p>2. Articles on issues of current interest like</p> <p>a. Bribery of public officers</p> <p>b. Fraudulent acquisition of properties.</p> <p>c. The importance of good quality life.</p>	<p>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.</p> <p>Students write a short article for the school magazine. They identify/list differences between an article and a speech or letter.</p>
5	Speech	Syllabic Consonants /l/	<p>1. Syllabic in words such as little, bottle, kettle, rattle, novel, simple.</p> <p>a. Little by little says a thoughtful boy.</p> <p>b. The bottle is on the table.</p> <p>c. The novel is interesting.</p>	<p>1. Pronounces the words with syllabic / l /</p> <p>2. Teacher uses them in sentences.</p> <p>3. Uses flash cards and real objects to drill the students.</p> <p>4. The students imitate the teacher's pronunciation , repeating the sentences.</p> <p>Note. Use flash cards or real objects.</p>

	Comprehension	Reading to comprehend main ideas or story line.	1. Use short prose passage 2. Literature text. 3. Recorded short passages. 4. Short discussion on topical issues	1. Students participate actively in the discussions. 2. Teacher corrects students where necessary. Note: a) use tape recorded materials/prose b) Short passages c) Picture charts.
	Structure	Introducing nominalization of objectives and verbs	1. Process of nominalization 2. Functions of nominalized words. 3. Form classes (parts of speech) to be nominalized e.g. adjectives a. wise – wisdom white – witness long – length strong – strength Verbs – conquer – conquest Dance – Dancing Write – The writing	1. Explains the process of nominalization . 2. Teaches the nominalized words. 3. Makes a list of words and nominalized words. 4. Use them in contextual sentences. 5. Students build the table of objectives and verbs and nominalize them. Note: Materials includes: a. list of selected words students text 3. Dictionary.

	Summary	Introduction to summary continued. Listening attentively to follow directions effectively	The teacher presents words that indicate direction. 1. Left turn 2. right turn 3. straight ahead 4. round about 5. specific sign posts 6. land marks (buildings, trees)	1. Teacher presents a list for students to follow. 2. Presents them in the context of the passage 3. leads the students to follow the directions 4. Leads students 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. Theme was a <u>sudden</u> knock on the door	1. Teacher pronounces words with syllabic /n/ 2. Use them in sentences 3. Uses flash cards and real objects to drill

			b. It is certain that she will visit.	the students in the pronunciation s. 4. Students imitate the teacher's pronunciation s, repeating the sentences
	Structure	Pronoun	<p>1. Features The relative pronouns are – whom, whose, which, that, who</p> <p>2. Functions</p> <p>a. who, whose, whom are used for human beings.</p> <p>b. which and that are used to describe inanimate objects and animals.</p> <p>However, that can also be used for a person.</p> <p>c. position 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>1. Teacher explains the features of a relative pronoun.</p> <p>2. Leads students in explaining their functions and positions in sentences.</p> <p>3. Identify them in sentences.</p> <p>4. Use relative pronoun in sentences.</p> <p>Note: Materials for use here include real objects, sentence strips and passages.</p>
	Writing	Letter writing Informal letter	<p>1. Meaning of an informal letter</p> <p>2. Format</p> <p>a. address</p> <p>b. salutation</p>	<p>1. Teacher explains what an informal letter is.</p> <p>2. Teacher displays an</p>

			c. body d. closing (subscript) 3. Language and tone of an informal letter (relaxed, flexible, not many rules, slang used, and colloquial usages)	informal letter sample. 3. Teacher calls students attention to address, date, salutation 4. Body 5. Teacher leads students to closing statements. 6. Students participate actively 7. Students write their own closing to the informal letter.
	Vocabulary Development	Words associated with animal husbandry.	1. The meaning of animal husbandry 2. Meaning of poultry and piggery 3. Words associated with dairy farming – open cages milking time, chicken disease, Vet. Doctor, farm hand, rooster, day and chicks, broiler, fresh milk. 4. Other related words cattle, ranch, herdsmen, poultry etc	1. Take students on a visit to a dairy farm 2. Get the farm hands in the farm to supply the words for some of the equipment and activities. 3. Students list the equipment 4. Listen and write the names of activities on the 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	<p>1. Words of two syllables with stress on the 2<sup>nd</sup> syllable.</p> <p>2. Words such as enjoy, impound, engulf, inform, incite, employ, invite, welcome, excite, divide etc.</p>	<p>1. Teacher: pronounces words, uses them in correct contextual sentences e.g.</p> <p>a) We enjoy listening to Mr. Fisher.</p> <p>b) I will invite all my classmates.</p> <p>c). It is not good to incite people against others.</p> <p>2. Teacher uses – cardboards, strips containing words and sentences, picture chart.</p> <p>3. Students repeat after the teacher the words stressed on the 2<sup>nd</sup> syllable</p> <p>4. Students show correct stress on the words.</p>
	Structure	Possessive Pronoun	<p>1. Features. The possessive pronouns are His, Mine, Hers, Theirs, Ours, Its, Yours</p> <p>2. Functions: They replace nouns (human beings)</p>	<p>1. Teacher explains possessive pronoun.</p> <p>2. Leads students in explaining their functions and positions.</p> <p>3. Guides students to identify possessive</p>

			<p>'Its' replace an animate thing or animal.</p> <p>3. position – at the beginning of a sentence or at the end.</p>	<p>pronoun in sentences.</p> <p>4. Leads students to make sentences with them.</p> <p>5. Students use these pronouns in sentences of their own.</p> <p>6. Teacher uses sentence strips and real objects.</p>
	Comprehension	Reading to comprehend word meaning through context	<p>Use</p> <p>1. Dictionary for initial word meaning and other levels meaning of some words.</p> <p>2. selected passage to identify certain words and other contextual meanings</p> <p>3. Newspaper and magazine clippings with certain words underlined for identification of contextual usage.</p>	<p>1. Teacher explains contextual word meaning as approach to surface or dictionary meaning.</p> <p>2. Express illustrate the explanation practically in a text or sentences.</p> <p>3. Students listen attentively using passages for their differences.</p> <p>4. Uses various materials such as recorded text. Student's text etc. Newspaper clippings, Dictionary.</p>
	Summary	Reading to assign a title	1. Selected prose	1. Teacher explains what



		or heading relevant to context.	<p>passages on tropical or current issues e.g. patriotism, kidnapping, corruption.</p> <p>2. Recorded passages of suitable levels in either narrative or descriptive form</p>	<p>summary is – reduction of original prose work.</p> <p>2. Teacher revises with students the work on main and supporting ideas.</p> <p>3. Students recall how to identify main and supporting details.</p> <p>4. Teacher assigns 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,</p>	<p>1. Pronounce them correctly while students repeat.</p> <p>2. Teacher uses them in correct contextual sentences. E.g. a) We enjoy listening to our teacher</p>

			backbite, resolve, device, locate	b) I will invite all my classmates. c) It is not good to incite people against others. Use chalkboard, cardboard, picture, chart, strips containing words.
	Vocabulary Development	Words associated with Religion – Traditional Religion	1. The definition of traditional religion – shrine, cult, diviner, oracle, divination, charm, amulet, sacrifice, ritual etc.	1. Teacher expresses traditional religion to students 2. Teacher assists all students to list words associated with traditional religion. 3. Students read out a passage reflecting traditional religion practices. 4. Students write their observations on the words e.g. shrine, amulet, sacrifice. Use real objects, charts, drawings, a visit to shrine.
	Structure	Regular and Irregular Verbs	1. Revision of previous	1. Revise with the students the previous

			<p>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>lesson on verbs</p> <p>2. Teacher explains step by step what is contained in the content. 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>c) poem</p> <p>d) drama</p> <p>2. Select current national issues e.g.</p>	<p>1. Teacher reads selected passages to the students while they listen.</p> <p>2. Students list important words they hear.</p>

			a) The Nigerian Constitution b) Duties of a Citizen c) Self control	3. Teacher leads students to explain the words in context. Use interesting passages, stories, poems, word cards, sentence strips.
	Structure	Complex Tense Forms	1. Simple tense I come, you come, he/she comes, we come. 2. More complex forms as in – I am coming I have come I have been coming I may have been deceived. 3. use more examples for understanding	1. Reverse previous lesson on verbs e.g. - continuous tense – verb + ing - simple present – verb + s 2. Teacher goes through other forms a. Have +v + en b. Be verb + en c. Be + verb + ing d. Going to + verb e. Shall + verb 3. Creates activities and games
	Continuous Writing	Descriptive Essay/Composition	1. Descriptive composition using various topics – a. My school b. The petrol station in times of fuel scarcity	1. Teacher identifies appropriate topics. 2. Discusses the appropriate kinds of words and sentences.

			<p>c. The Principals house</p> <p>d. A fire incident in my street</p> <p>e. The aftermath of students' riot in a school/town</p> <p>f. A funeral ceremony</p> <p>g. A flood disaster caused by blocked drains etc.</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>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 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> <p>1. Students' text</p> <p>2. Newspaper</p> <p>3. Radio/TV extracts</p> <p>4. Recorded materials</p> <p>5. Questions based on the selected materials for identification of mood, tone,</p>	<p>1. Teacher explains what purpose; tone, mood are. Use the dictionary for definitions.</p> <p>2. Through actions mood affects tone and tone affects meaning and purpose. Use dictionary, selected</p>

			purpose and meaning.	prose, passages, recorded tapes and chalkboard.
10	Speech	Consonant sounds followed by k + w	Words such as: Quench, quiet, quarter, equality, quality, question, equal. E.g. a) Everybody was quiet because of no noise sign. b) He has the answer to the question. c) My friend lives in the junior staff quarters.	1. Pronounces words correctly. 2. Uses them in contextual sentences. 3. Demonstrates some of the words 4. Students imitate the teacher's pronunciation. 5. Students read through the sentences. Use chalkboard, flash cards, picture, charts.
	Structure	Demonstrative Pronouns	1. Features: The demonstrative pronouns are that, those, these, this. 2. Functions: They function by replacing nouns. The nouns can be living or non living things. 3. Position: They can start a sentence or end it. They can appear in the middle of a sentence. E.g. a. This is unacceptable.	1. The teacher explains demonstrative pronoun. 2. Teacher leads students to explain their functions and positions. 3. Students use them in sentences of their own. The teacher uses flash cards, sentence strips, chalkboard and real objects.

			b. He prefers those. c. These belong to the school. d. The school bought that for use at the sent forth ceremony.	
	Vocabulary Development	Words associated with Religion	1. The definition of Islam and Christian religion. 2. Words associated with Islam and Christian 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.	1. The teacher speaks about religion 2. Supplies some words associated with religion Islam and Christianity. 3. Students list more words 4. Teacher reads a passage on Islam and Christianity to the students 5. Teacher leads students to visit Mosque and a Church. 6. Make sentences with these words. Use The Glorious Qur'an and the Bible, real objects, pictures, charts, diagram, sentence strips.
	Continuous Writing	Formal Letter	1. Meaning of an informal letter.	1. Teacher explains what

			<p>2. Format</p> <p>a. address and date</p> <p>b. salutation</p> <p>c. body</p> <p>d. closing (subscript).</p> <p>3. Language tone of a formal letter, formal respectful, no colloquial language, no slangs.</p>	<p>is formal letter is.</p> <p>2. Teacher displays a formal letter sample</p> <p>3. Call students' attention to address, date, salutation.</p> <p>4. Body.</p> <p>5. Teacher leads students to closing statements.</p> <p>6. Students write their own closing to the formal letter. Use textbooks, charts, sample of letters (formal)</p>
11	Speech	Listening to identify a Speakers style	<p>1. Listening to selections of different styles.</p> <p>2. Expository materials</p> <p>3. Narrative materials</p> <p>4. Descriptive materials</p> <p>5. Argumentative materials</p>	<p>1. Teacher leads students to appropriate different styles.</p> <p>2. Teacher leads students to identify characteristics of the different styles.</p> <p>3. Ask questions on style.</p> <p>4. Teacher leads students to develop paragraphs in different materials Use materials on issues of current interest.</p>



	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. <ol 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> </ol> </li> <li>3. Language and tone semi formal</li> <li>4. The differences between informal/semi formal letter.</li> <li>5. The person we write semi formal letter to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher explains semi formal letter.</li> <li>2. Displays sample of semi formal letter.</li> <li>3. Calls students attention to the characteristics of formal letter.</li> <li>4. Examines the body and language of semi formal letter.</li> <li>5. Leads students to examine the complimentary close and the signature as used in semi formal letter. Use chart, class text, sample letter.</li> </ol>
	Structure	Differences between a phrase and a clause	<ol 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</li> </ol>	<ol 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</li> </ol>

			<ul style="list-style-type: none"> <li>- because they came late</li> <li>- I could not locate the street.</li> <li>- He arrived.</li> </ul>	phrases and clauses. Use the dictionary, chalk board, flash cards, strips of sentences.
	Summary	Writing a summary of a passage in a specified number of sentences	1. Definition of a summary. 2. Listed characteristics of a summary. 3. Sentences as sample of summarized paragraphs. 4. Keywords in summary, first, second, furthermore.	1. The teacher defines a summary. 2. Gives the characteristics of a summary. 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	<p>1. Words of three syllables, stressed on the 2<sup>nd</sup> syllable</p> <p>2. Words such as academy, frustration construction, collation, badminton, starvation, addition, convulsion, conversion, depletion</p>	<p>1. Pronounce the words correctly</p> <p>2. Teacher uses them in contextual sentences e.g.</p> <p>a. I own a soccer academy</p> <p>b. The frustration in the job is too much</p> <p>c. The people in overalls are construction workers</p> <p>d. She is at the venue for collation of results etc.</p>
	Structure	Phrases – Types	<p>1. Definition of a phrase</p> <ul style="list-style-type: none"> <li>- a group of words that do not contain a finite verb; it cannot stand on its own to make meaning</li> </ul> <p>2. List of types of phrases</p> <ul style="list-style-type: none"> <li>- Noun Ph</li> <li>- Adverbial Ph</li> <li>- Adjectival Ph</li> <li>- Prepositional Ph</li> </ul> <p>3. Examples of these phrases</p> <p>Noun Ph – The book, a clever boy, a school</p> <p>Adv Ph – quickly, stoutly built</p> <p>Adj Ph – beautiful house</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>

			<ul style="list-style-type: none"> <li>- Clever boy</li> <li>- Pre Ph – at the door, beside the river</li> </ul>	
	Comprehension	Reading to answer questions	<ol style="list-style-type: none"> <li>1. An appropriate passage</li> <li>2. A list of key words</li> <li>3. Sample sentences</li> <li>4. Sample questions</li> <li>5. Sample answers</li> <li>6. The use of dictionary to define these words</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher selects appropriate passage</li> <li>2. Lists key words</li> <li>3. Teacher leads students to locate these words in the dictionary</li> <li>4. Writes sample sentences/questions</li> <li>5. Writes sample answer for students to learn</li> </ol>
	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. 2. Farmer is better than a Teacher in our Society. 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'</li> </ol> <p>2<sup>nd</sup> syllable stress – condition, reality, engagement, resumption</p>	<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</li> </ol> <p>2<sup>nd</sup> syllable stress e.g. a. No condition is permanent b. No resumption date has been fixed for the students.</p>

	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 Maulud, id el kabir, id el fitri, others – kettle, praying mat etc.</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>
	Structure	Introduction to phrasal verbs I	<p>Explain the process of this relationship</p> <ol style="list-style-type: none"> <li>a. Come + across, away, in by forward, off, out, up, round, to, on, through</li> <li>b. Go + back, down, after, through, under, up</li> <li>c. Call + off, out, in</li> </ol>	<ol style="list-style-type: none"> <li>1. Explains the process to students</li> <li>2. Uses examples to illustrate points/process</li> <li>3. Brings out their meanings</li> </ol>
	Continuous writing	Creative writing introduced	<ol style="list-style-type: none"> <li>1. Features of a short play plot, character, style, setting, theme, characterization</li> <li>2. Features of a poem – high, concise language, verses used, imageries etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher leads students to identify play, poem, story</li> <li>2. Teacher guides students to write their own short stories, poems, plays</li> </ol>
3	Speech	Listening to grasp main points in a poem	<ul style="list-style-type: none"> <li>- Tape recorded speech, conversation</li> <li>- Radio broad cast</li> <li>- Materials of varying lengths</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher reads the poem correctly</li> <li>2. Teacher identifies main points</li> <li>3. Teacher lists main/key sentences</li> <li>4. Teacher guides students to identify other main points</li> <li>5. Teacher selects sample poems, passages, play, story on current issues</li> </ol>

	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 + off, up away, on, into Bring + back, about, up in, out Take + away, off, up, in	Goes through the same process as phrasal verb I
	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 <u>edu</u> cation	1. Teacher pronounces the words correctly 2. Teacher uses them in correct contexts

			<p>Locom<u>o</u>tion Modul<u>u</u>tion Televis<u>i</u>on These are stressed on the 3<sup>rd</sup> syllable 3. <u>I</u>ndividual <u>I</u>ngratitude These are stressed on the 1<sup>st</sup> syllable 4. Encum<u>b</u>rances Discriminate Top<u>o</u>graphy These are stressed on the 2<sup>nd</sup> syllable.</p>	
	Structure	Adjunct of place, time	<p>1. Adjuncts are adverbials 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 2. Use adjuncts in sentences 3. Introduce games involving adjuncts</p>
	Comprehension	Reading to identify speaker's mood and tone continued	<p>1. Carefully selected passages, recorded material, speech 2. Main points in conversation, speech 3. Materials of varying length dealing with life situations.</p>	<p>1. Teacher plays recorded material 2. Students identify speaker's main points 3. Teacher asks questions on the speech 4. Students list points of secondary importance</p>
	Continuous writing	Informal letters continued	<p>1. Definition of an informal letter 2. Features of an informal letter 3. Sample informal letter</p>	<p>1. Teacher defines an informal letter 2. Writes a sample informal letter 3. Teacher guides students to list points 4. Students write their own letters with correct</p>

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



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

			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	1. The definition of an adverb 2. Sample sentences to show adverbs modifying verbs 3. Adverbs can modify other adverbs e.g	1. Teacher defines adverb 2. Gives examples of sentences 3. Students give their own sentences

			John walks very slowly.	
	Continuous writing	Writing of articles	1. Features of a newspaper article 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.	
9	Speech	Dialogue	1. Dialogue defined 2. Sample dialogue	1. Teacher defines dialogue 2. A short passage of a dialogue between characters  3. Teacher leads students to dialogue between them on current issue 4. Teacher leads students to punctuate dialogue using question marks.
	Structure	Concord		1. Concord means agreement. It means agreement between the noun, noun phrase or pronoun and the verb e.g. the boy jumps the boys jump the boys ride bicycle to school 2. Compound subjects The staff are training in Sokoto Here compound subject takes a plural verb 'are'
	Continuous writing	Formal letter continued		Note – The language should be formal,

				subscription yours faithfully signature Full names Ado Bayero.
	Vocabulary development	advertising		<ol style="list-style-type: none"> <li>1. Teacher uses the words for students to see</li> <li>2. Teacher leads students to read the passage</li> <li>3. Drills the class</li> <li>4. Could invite an advertising practitioner to speak.</li> </ol>
10	Speech	Speaking to persuade	<p>Use the skills developed on oral composition to debate on topics such as</p> <p>Farmers are more important than doctors</p> <p>Women are better leaders</p> <p>Corruption destroys a nation.</p>	<ol style="list-style-type: none"> <li>1. Revise with the students the skills of oracy</li> <li>2. Discuss time allocation panel of judges and time keeper</li> </ol>
	Comprehension	Reading to extract main points	<ol style="list-style-type: none"> <li>1. Use newspaper clippings</li> <li>2. Magazine clippings</li> <li>3. Students text.</li> </ol>	1. Teacher guides the students
	Structure	Determiners (introduction)	<ol style="list-style-type: none"> <li>1. Determined</li> <li>2. List of determiners are many, some, much, little, few, each and any</li> <li>3. Use such in examples.</li> </ol>	1. The teacher gives sample sentences e.g. Any committee member can raise a motion
	Vocabulary	Stock exchange	<ol style="list-style-type: none"> <li>1. Meaning</li> <li>2. Words such as Stock broker, shares, dividends, profit, speculator, margin bankruptcy, customer market.</li> </ol>	
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 pick out adjectival clauses.
7	Speech	Speaking to persuade/convince continued	1. The Skills Of Debate/Argument  2. The Two Sides To An Argument. Proposing And Opposing	1. Teacher uses real clock to time participants  2. Teacher leads students to introduce themselves and their topics

			<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>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 qualifies a noun or pronoun in the sentence</p> <p>3. They are introduced by relative pronouns, who, whose, whom, and that</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> <p>The song <u>which Clara sang</u> was very melodious</p>
	Comprehension/ Summary	Reading to test speed and accuracy	<p>1. Mindful of question marks</p> <p>2. Mindful of full stops</p> <p>3. Mindful of pauses (coma, semi colon, colon)</p>	<p>1. Guides students to observe punctuation marks</p> <p>2. Frequent reading to increase speed</p>
	Vocabulary devt (register)	Politics	<p>1. Politics/politician defined</p> <p>2. Words such as party, opposition, power, democracy, campaign, election electorate, polls, both governor, poster, dividend, independence.</p>	<p>1. Teacher gives a story of a politician he/she knows</p> <p>2. Teacher invites politician to give a talk</p> <p>3. Use words in sentences and orally in discussions</p>
7	Continuous writing	Argumentative essay	<p>1. Use class to organize a debate/argument</p> <p>2. Skills of convincing another person</p> <p>points, figures,</p>	<p>1. Organize debate between two groups</p> <p>2. Select interesting topics</p> <p>3. Teach presentation of points</p> <p>4. Conclusion of essay</p>



			illustrations, rhetorical questions	5. Features salutation topic body, conclusion.
8	Speech	Description (orally)	1. Use special words to bring out descriptions in discourse 2. Involve students participation of describing real objects, events.	1. Teacher leads students to garnish stories with use of adjectives and adverbs 2. Describe friend, class, school, house, car etc
	Structure	Words commonly miss pelt	1. Use of the dictionary 2. Words commonly miss pelt conceive, thief, chief, grateful, beginning decision, succeed, reference, accommodation, referred, across occasion, omission, recommend, admission, embarrass	1. Guide students in activities 2. Introduce spelling games
	Comprehension	Reading for word meaning in context	1. Connotative meaning is situational meaning  2. Denotative meaning is dictionary meaning  3. Select passage with implied meaning to bring out connotative meaning	1. Teacher gives dictionary meaning and situational or contextual meaning
	Vocab. Devt.	Words associate with photography	1. Types of cameras 2. Words associated with photography such as tripod, film, lenses, light meter, frame, exposure, negative, dark room, prints portraits, passports, enlarge	1. Use real objects 2. Pictures 3. Students make sentences with words associated with photography

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 O + V + S A Rat Was Killed By Ojo</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>
	Comprehension	Reading to answer questions	<ol style="list-style-type: none"> <li>1. Select appropriate passages</li> <li>2. Key words in the passage listed</li> <li>3. Sample answer</li> <li>4. Use the dictionary</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher guides the students as they answer questions</li> <li>2. Ensure students follow instructions on number of answers and time allowed</li> </ol>
	Vocabulary development	British and American spellings of common words	<p>American 'Or' As In Color, Honor British 'Our' As In Colour, Honour American – Theater Center British - Theatre Centre American – Offense Defense British - Offence Defence</p>	<ol style="list-style-type: none"> <li>1. Teacher guides students appropriately</li> <li>2. Differentiate between the two</li> <li>3. Use American books</li> <li>4. Use British books</li> </ol>
10	Speech	Listening to grasp main points or ideas in a speech	<ol style="list-style-type: none"> <li>1. Tape recorded material</li> <li>2. Main points in a lecture</li> <li>3. Materials of varying length</li> <li>4. Use real life situations speech, lecture, discussions</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre-recorded material</li> <li>2. Teacher asks questions to elicit the main points</li> <li>3. Teacher leads students to discuss the lecture, speech</li> </ol>

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 fearless/bold/brave 2. Nearly the same in meaning Callous/reckless Hard/unfeeling/pitiless s Treason/sedition Candid/true/sincere	1. Students supply more words 2. Make sentences with them
	Summary	Reading for summary	1. Selected passages 2. Issues on current happenings 3. Look for key words that indicate points.	1. Teacher leads students to answer in number of sentences
	Continuous writing	Revision on Differences between informal and formal letters	1. Formal letter – letters to people in official capacity 2. Informal – letters to known faces, friends 3. Formal letter - Writers address, date - receivers address - salutation - title - body - conclusion (subscript) full name after signature Informal letter - Writers address, date - Salutation - Introduction	1. Teacher leads the students to recognize the differences between the formal and informal letters 2. Students write the letters until they are conversant with them

			<ul style="list-style-type: none"> <li>- Body</li> <li>- Conclusion (subscript but no signature)</li> <li>- First name or nickname.</li> </ul>	
12	Revision	Revision	Revision	Revision
13	Examination	Examination	Examination	Examination

### GENERAL MATHEMATICS SS ONE FIRST TERM

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

	<p>i. Revision of addition, division, multiplication and subtraction of integers.</p> <p>ii. Concept of modular arithmetic</p> <p>iii. Addition, subtraction and multiplication operations in modular arithmetic.</p> <p>iv. Application to real life situations.</p>	<p>Guides students to revise the mathematical operations of integers</p> <ul style="list-style-type: none"> <li>-to define modular arithmetic and uses activities to develop the concept.</li> <li>- To add, subtract, divide and multiply in modular arithmetic.</li> <li>- To appreciate its application to shift duty, menstrual chart, name of market days.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>-Define modular arithmetic</li> <li>-Perform the mathematical operations in modular arithmetic</li> <li>-Appreciate the concept of modular arithmetic and apply in daily life.</li> </ul> <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> <ul style="list-style-type: none"> <li>-Study the laws of indices and solve related problems.</li> <li>-Study the steps in indicial equation and solve exercises.</li> </ul>
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> <ul style="list-style-type: none"> <li>-Convert numbers to standard form</li> <li>-Convert long hand to short hand notation. (i.e. ordinary form to standard form and standard form to ordinary form)</li> </ul> <p><b>Instructional Resources:</b></p> <p>Charts of standard form and indices.</p>
6	<b>LOGARITHMS (I)</b>	<b>Teacher:</b>

	<p>i. Deducing logarithm from indices and standard form i.e. if <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>Guides students to learn logarithm as inverse of indices with examples.</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></p> <p>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 market operation</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>

	iv. Use logarithm tables in multiplying the large numbers involved in capital market operation.	Read the tables and solve problems involving multiplication and division, and solve problems related to real life problems. <b>Instructional Resources:</b> Logarithm tables chart, logarithm table booklet etc.
9	<b>DEFINITION OF SETS</b> i. Set notation – listing or roster method, rule method, set builder notation ii. Types of sets: e.g. universal set, empty set, finite set and infinite set, subset, disjoint set, power set etc.	<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. <b>Students:</b> Define set, use set notations Identify types of sets. <b>Instructional Resources:</b> Objects in the classroom, sets of students, set of chairs, mathematical sets, other instrument etc.
10	<b>SET OPERATIONS</b> i. Union of sets and intersection of sets complement of sets. ii. Venn diagram iii. Venn diagram and application up to 3 set, problems	<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. <b>Students:</b> Carry out set operations, draw, interpret and use Venn diagrams. <b>Instructional Resources:</b> As in week nine above.
11	<b>SIMPLE EQUATIONS</b> i. Change of subject of formulae ii. Formula involving brackets, roots and powers. iii. Subject of formula and substitution.	<b>Teacher:</b> Guides students in the process involved in changing the subject in a formula and carries out substitution. <b>Students:</b> Follow the process involved in changing 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 factorization method.	<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 form $ax^2+bx+c$ , $ax^2-bx+c$ , $ax^2+bx-c$ and $ax^2-bx-c$ (could be in flex banners).
2	<b>APPROXIMATION</b> i. Rounding up and rounding down of numbers to significant	<b>Teacher:</b> Gives students two roots and leads them to form a quadratic equation.



	<p>figures, decimal places and nearest whole numbers.</p> <p>ii. Application of approximation to everyday life</p> <p>iii. Percentage error.</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, implication, bi-implication with examples.</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> <li>d. Guides students to write examples of compound statements and distinguishes them from simple statements.</li> </ul> <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 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	<b>MENSURATION OF SOLID SHAPES (II)</b>	<b>Teacher:</b>

	<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>-Guides students to cut out a sector and folding sector into a cone.</p> <p>-Leads students to determine the relationship between the sector of a circle and the surface area of a cone.</p> <p>-Revise the areas of the plane shapes that formed the listed solids and lead students to find their surface areas.</p> <p><b>Students:</b></p> <p>-Follow the teacher in carrying out the activities and observe the relationships</p> <p>-Participate in the revision of the areas of the solids.</p> <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> <p>-Revise the area of the listed solids and lead students to find their volumes.</p> <p>- show model of fraction of cones pyramids and solve problems.</p> <p>-Lead students to solve problems on surface area and volume of compound shapes.</p> <p><b>Students:</b></p> <p>Participate in the revision of the areas and volume of the solids.</p> <p>-Solve problems on compound shapes.</p> <p><b>Instructional Resources:</b></p> <p>Shapes of cube, cuboids, cylinder, cone, prism, pyramids, lampshade and buckets as frustum as cone etc.</p>
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>

		Whiteboard, mathematical set, students mathematical set. Teacher's construction instruments mandatory.
10	<b>LOCUS OF MOVING POINTS</b> i. Equidistant from 2 intersecting straight lines ii. Equidistant from 2 points iii. Equidistant from a fixed point etc. iv. Construction of locus equidistant from a given straight line.	<b>Teacher:</b> Guides students to list and explain the steps involved in constructing locus of moving points equidistance from: <ul 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> </ul> Inspects students constructing. <b>Students:</b> -Attempts to list and explain the steps involved, write down the steps listed and explained by the teacher and ask questions. - Follow teacher's demonstration on the chalkboard by carrying out similar activities in their exercise book with their mathematical sets. - Participate in the teacher's re-demonstration and take special notes of the salient steps. Instructional materials: As shown in week 9
11	Revision/Examinations	Revision/Examinations
12	Examinations	Examinations

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

WEEK	TOPIC / CONTENT	ACTIVITIES
1	<b>DEDUCTIVE PROOFS (I)</b> i. Types and properties of triangles ii. Proofs of sum of angles in a triangle is $180^\circ$ , the exterior angles is equal to the sum of its two interior opposite angles.	<b>Teacher:</b> - Leads students to explain the format for carrying out proofs in geometry, by explaining the concepts of: given, required to prove, construction, proof, conclusion.

		<p>- Guides the students to prove the two theorems on the board with necessary diagrams.</p> <p>- Assists students to carryout practical demonstrations, and to solve examples and give students some task to solve and inspect them.</p> <p><b>Students:</b> 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> 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</p> <p>ii. Isosceles and equilateral triangles.</p>	<p><b>Teacher:</b> 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> 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.</p> <p>ii. Intercept theorem</p> <p>iii. Parallelogram of the same base and between the same parallel lines are equal in area.</p>	<p><b>Teacher:</b> - Leads students to demonstrate the properties of the figures using paper cutouts, protractors, models of parallelogram, polygon, congruent triangle etc.</p>

		<p>- Guides students to solve problems and help them to reproduce arguments based on the reasons (theorem or axioms).</p> <p><b>Students:</b> Carry out practical demonstration of the properties of the sides 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.</p> <p>ii. Sum of exterior angles of any polygon</p> <p>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.</p> <p>ii. Trigonometric ratio of special angles <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>.</p> <p>iii. Deriving trigonometric ratios of <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>.</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> <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</p>

		showing angles $45^\circ$ , $30^\circ$ and $60^\circ$ respectively.
6	<b>TRIGONOMETRY (II)</b> i. Solving problems involving use of sine, cosine and tangent at right-angled triangles. ii. Application of trigonometric ratios of $45^\circ$ , $30^\circ$ and $60^\circ$ to solving problem without the use of calculating aids.	<b>Teacher:</b> i. Guides students to use sine, cosine and tangents to solve problems involving calculation of length, angles, angles of elevation and depression etc. ii. Leads students to draw right-angled triangle of side 1 unit on the equal sides. iii. Guides students on how to derive trigonometric of ratio. iv. Leads students to measure the two other angles in the right angled triangle. v. Lead students to obtain sine and cosines of various angles using measured lengths. <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 values. <b>Instructional Resources:</b> Chart showing unit circle etc.
7	<b>TRIGONOMETRY (III)</b> Trigonometric ratios related to the unit circle i. Draw graphs of sine from $0^\circ \leq \theta \leq 360^\circ$ ii. Draw graphs of cosine from $0^\circ \leq \theta \leq 360^\circ$	<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 $0^\circ \leq \theta \leq 360^\circ$ 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. <b>Students:</b> Participates in the construction of table of value for y and plotting of the points and drawing of the graph.

		<b>Instructional Resources:</b> Graph board, graph book, pencils, and mathematical sets. Mandatory.
8	<b>STATISTICS</b> i. Revision on collection, tabulation and presentation of data. ii. Construction of frequency tables iii. Bar charts and histogram differentiate between bar chat and histogram.	<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. <b>Students:</b> Submit objects like corks brought to class. Tabulate into specific categories, list various of presentation of dates, table from given data. Draw bar chart and histogram. <b>Instructional Resources:</b> Ages of students recorded on cardboard, prices of goods, objects of different kinds. Corks of soft drinks, posters containing real life data. Graph board, graph book.
9	<b>STATISTICS (II)</b> i. Calculating the sectoral component of pie chart. ii. Drawing pie chart correctly. iii. Interpreting the pie chart and bar chart.	<b>Teacher:</b> Leads students to calculate the angular equivalent of the different frequency in a given distribution using the idea of ratio and proportion. Guides students to draw pie chart using their compass, and protractor. Interpret the pie chart in terms of sectoral angles. <b>Students:</b> Calculate sectoral angles, draw pie charts, correctly to interpret data using the pie chart. <b>Instructional Resources:</b> Graph board, graph papers, a pair of compass and protractor etc.



10	<b>STATISTICS (III) GROUPEd DATA</b> i. Drawing histogram ii. Estimation of mode from histogram.	<b>Teacher:</b> Guides students to use frequency table to draw histogram. Leads students to construct table from given data, construct group frequency table. Guides students to use class boundaries to draw histogram and how to read or estimate mode from the histogram. <b>Students:</b> Participate in the activities with the teacher, perform the instructions given by the teacher. Draw histogram and estimate mode from the histogram. Construct frequency table of a grouped data. <b>Instructional Resources:</b> Graph board, graph papers etc.
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>	<ul style="list-style-type: none"> <li>i. Explain the meaning of opportunity to defend oneself</li> <li>ii. Identify the various ways students can defend oneself.</li> </ul>
4	<b>INVOLVEMENT IN COMMUNITY SERVICES</b>	<ul style="list-style-type: none"> <li>i. Meaning/Definition of community services</li> <li>ii. Identify the types of community services.</li> </ul>
5	<b>HIV AND AIDS</b>	<ul style="list-style-type: none"> <li>i. Meaning</li> <li>ii. Causes of HIV and AIDS</li> </ul>
6	<b>HIV AND AIDS CONTINUED</b>	Identify the symptoms and effects of HIV and AIDS
7	<b>HIV AND AIDS CONTINUED</b>	<ul style="list-style-type: none"> <li>i. Prevention and control measures of HIV and AIDS</li> <li>ii. Stigmatization associated with HIV and AIDS</li> </ul>
8	<b>YOUTH EMPOWERMENT</b>	<ul style="list-style-type: none"> <li>i. Explain the concept of youth empowerment</li> <li>ii. Concept of youth empowerment.</li> </ul>
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>	<ul style="list-style-type: none"> <li>i. Importance of youth empowerment and benefits of the skills.</li> <li>ii. Practical work and specific skills</li> </ul>
11	<b>GOALS OF CITIZEN EDUCATION</b>	<ul style="list-style-type: none"> <li>i. Meaning of citizenship</li> <li>ii. Types of laws and rights of individuals</li> <li>iii. Structures and functions of government</li> </ul>
12	<b>NATIONALISM</b>	<ul style="list-style-type: none"> <li>i. Explain nationalism</li> <li>ii. Major, local/world civic problems</li> <li>iii. Nationalistic roles of individuals and groups.</li> </ul>
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>	<ul style="list-style-type: none"> <li>i. Meaning/Definition of democracy.</li> <li>ii. Explain representative democracy</li> <li>iii. Characteristics of democracy.</li> </ul>
2	<b>RULE OF LAW</b>	<ul style="list-style-type: none"> <li>i. Meaning/definition of rule of law</li> <li>ii. Explain maximum benefits to the citizens</li> </ul>
3	<b>RULE OF MAJORITY</b>	<ul style="list-style-type: none"> <li>i. Meaning/Definition of rule of majority</li> <li>ii. Steps to safe guide the minority.</li> </ul>
4	<b>MAJOR PILLARS OF DEMOCRACY</b>	<ul style="list-style-type: none"> <li>i. The constitution</li> <li>ii. Strong institution e.g. arms of government – (executives, legislature, and judiciary), Armed Forces and Civil societies.</li> </ul>
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

WEEK	TOPIC	CONTENT
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> </ul>

		- To be careful in whatever you do.
9	<b>RESPECT FOR CONSTITUTED AUTHORITY</b>	Meaning and definition of constituted authority.
10	<b>CONSTITUTED AUTHORITY CONTINUED</b>	Types of Constituted Authority a. Democratic constituted authority b. Bureaucratic constituted authority
11	<b>CONSTITUTED AUTHORITY CONTINUED</b>	Types of Constituted Authority c. Traditional constituted authority d. Charismatic constituted authority
12	<b>CONSTITUTED AUTHORITY CONTINUED</b>	Explain the importance of constituted authority to the public.
13	Revision	Revision
14	Examinations	Examinations

## ASỤSỤ IGBO

### SS ONE, TAM NKE MBỤ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZỊ
1.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ abịdịi Igbo na nkewa ya n'ụzọ abụọ</p> <p><b>OMENALA:</b> Ekwumekwu: Nkọwa ezinụlọ na ndị mebere ya</p> <p><b>AGỤMAGỤ:</b> Nkọwa agụmagụ na nkewa ya n'ụzọ abụọ - ọdinala na ụgbu a</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Igu abịdịi</li> <li>2. Iṛugosi ha</li> <li>3. Ikwọwa ezinụlọ na ndị mebere ya.</li> <li>4. Ikwọwa ihe agụgumagụ bụ na ikewa ya</li> <li>5. Igu na ide ihe odide</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwukwọ ọgụgụ, foto, eserese, ụgbọ ojii, kaadi mgbubam, chaati, dgz.</p>
2.	<p><b>ỤTỌASỤSỤ:</b> Nkọwa ụdaume Igbo na nkewa ya (ụdamfe na ụdaaro)</p> <p><b>OMENALA:</b> Ụdị ezinụlọ dī iche iche (dk. mkpuke, mkpuke ụbara, mbisa)</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ akukọ ọdinala (Dika: akukọ nkọkiri, okike, ihe mere)</p>	<p><b>IHE ỤMỤAKWUKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ikwọwa ụdaume</li> <li>2. Ikewaputa ụdaume</li> <li>3. Ikwọwa ezinụlọ</li> <li>4. Ikposita ụdị ezinụlọ e nwegasiri</li> <li>5. Ikwọ akukọ ọdinala ndi ha maara</li> <li>6. Iju na iza ajuju</li> </ol>

3.	<p><b>ỤTỌASỤSỤ:</b> Nkewa Mgbochiume : Nge, mkpị, myiri-udaume, ndagba myiri-udaume</p> <p><b>OMENALA:</b> Ekwumekwu- Ọrụ nne, nna, ụmụaka n'ezinụlọ</p> <p><b>AGUMAGỤ:</b> Abụ Ọdinala dk: Abụ nwa, abụ ejije, dgz.</p>	<p><b>NGWA NKỤZỊ</b>          Ụgbọ ojii, akwụkwọ ọgụgụ, chaatị, kaadị mgbubam, foto/eserese, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b>          1. Ime nkewa mgbochiume          2. Ịrụgosi ha n'ahiriokwu          3. Ikwuputa ọrụ nke onye ọ bụla n'ezinụlọ.          4. Ịgụ abụ ọdinala dị iche iche</p> <p><b>NGWA NKỤZỊ</b>          Akwụkwọ ọgụgụ na akwụkwọ abụ a họtara, chaatị, ụgbọ ojii, dgz.</p>
4.	<p><b>ỤTỌASỤSỤ:</b> Mmụba Mkpurukwu: Nkejiokwu – Nkọwa na usoro ya (Dịka: v, vc, cvc, vcv, dgz).</p> <p><b>OMENALA:</b> Nrubere Onye N'ezinụlọ - nne, nna, ụmụaka.</p> <p><b>AGUMAGỤ:</b> Ejije Ọdinala dk: Oro, okereke okereke, akpankolo, dgz.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b>          1. Ige ntị          2. Ịrụgosi usoro mkpurukwu          3. ikwuputa nrubere onye ọ bụla n'ezinụlọ          4. Ịjeputa ejije ọdinala dị iche iche</p> <p><b>NGWA NKỤZỊ</b>          Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, tiivi, radio, teperekoda, dgz.</p>
5.	<p><b>ỤTỌASỤSỤ:</b> Ọnụọgụgụ (1-1000)</p> <p><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)</p> <p><b>AGUMAGỤ:</b> Agumagụ ugbo a na ụdị ya (Iduuzi, abụ, ejije) na omumaatụ ha dị iche iche.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b>          1. Ịgụ ọnụọgụgụ          2. Ịrụgosi ọnụọgụgụ          3. Ịdepụta ọnụọgụgụ n'Igbo          4. Ikwuputa uru ezinụlọ bagasiri ndị Igbo          5. Ịkọwaputa agumagụ ugbo a na ikewagasi ya.</p> <p><b>NGWA NKỤZỊ</b>          Akwụkwọ ọgụgụ, ụgbọ ojii, tapu rekoda, chaatị, kaadị mgbubam, dgz.</p>
6.	<p><b>ỤTỌASỤSỤ:</b> Ọnụọgụgụ: 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,</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b>          1. Ige ntị          2. Ịgụ ọnụọgụgụ          3. Ịrụgosi na depụta ọnụọgụgụ          4. Ịkọwa alụmdi na nwunye na omenala na-esota ya</p>

7.	<p>omenala na-eso ya dk: ibu mmanya, ime ego, igba nkwu, onyeaka ebe na igba alukwaghị.</p> <p><b>AGUMAGU:</b> Usoro nnyocha abụ, omumu abụ abụo a hoooro.</p> <p><b>UTOASUSU:</b> Nkwa Ahirimfe Igbo na Nkenudị ya.</p> <p><b>OMENALA:</b> Uru alumi na nwunye bara, mmeputa ya n'ejije.</p> <p><b>AGUMAGU:</b> Ogugu otu akwukwo ejije a hoooro.</p>	<p>5. ikwa usoro nnyocha abụ</p> <p>6. Ime nnyocha abụ.</p> <p><b>NGWA NKUZI</b></p> <p>Akwukwo ogugu klasi, akwukwo abụ, ugbo ojii, kaadi mgbubam, dgz.</p> <p><b>IHE UMUKWUKWO GA-EME</b></p> <p>1. Ikwa ahirimfe</p> <p>2. Ikposita nkenudị ahirimfe</p> <p>3. Inye omumaatu udi ahirimfe di iche iche</p> <p>1. Ikwu uru alumi na nwunye bara</p> <p>5. Igu akwukwo ejije</p> <p><b>NGWA NKUZI</b></p> <p>Akwukwo ogugu klasi na akwukwo ejije, ugbo ojii, kaadi mgbubam, dgz.</p>
8.	<p><b>UTOASUSU:</b> Omumu Ahirimfe na Ahirukwu</p> <p><b>OMENALA:</b> Ahuike Ntorobia – Omume ndi na-akwalite Ahuike dika idebe onwe na gburuburu ha ocha</p> <p><b>AGUMAGU:</b> Ogugu akwukwo ejije dika n'izuuka gara aga.</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <p>1. Ige nti</p> <p>2. Ikwa na irugosi ahiriokwu di iche iche</p> <p>3. Inye omumaatu ahiri - mfe/ukwu</p> <p>4. ikwa ahuike na ihe ndi na-akwalite ahuike</p> <p>5. Iju na iza ajuju</p> <p><b>NGWA NKUZI</b></p> <p>Akwukwo ogugu na akwukwo ejije, ugbo ojii, kaadi mgbubam, dgz.</p>
9.	<p><b>UTOASUSU:</b> Omumu Ahirinha na Ahiriokwu ndi ozogasi.</p> <p><b>OMENALA:</b> Ahuike Ntorobia: Omume na-ebute orja dika adighi ocha.</p> <p><b>AGUMAGU:</b> Nnyocha otu abụ a hoooro dk: Aha abụ, aha ode abụ, isiokwu na ndina isiokwu abụ, Nhazi abụ, asusu nka ode webatara n'abụ.</p>	<p><b>IHE UMUKWUKWO GA-EME</b></p> <p>1. Ige nti</p> <p>2. Ikwa na imeputa udi ahiriokwu na ahirinha di iche iche</p> <p>3. Ikwuputa omume ufodu gasi ndi na-ebute orja</p> <p>4. Igu na ime nnyocha abụ</p> <p><b>NGWA NKUZI</b></p> <p>Akwukwo ogugu klasi na akwukwo abụ, ugbo ojii, kaadi mgbubam, dgz.</p>

10.	<p><b>ỤTỌASỤSỤ: NKEJI ASỤSỤ IGBO</b> – Nkọwa na Ụdị ya dị iche iche</p> <p><b>OMENALA:</b> Ọmụmụ agwa (kọlọ) dị iche iche dika oji, odo, ọcha, dgz.</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ otu akwụkwọ iduuzi a họtọ</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ikwuputa ụdị nkejiasụsụ dị iche iche.</li> <li>3. Ikwu na irugosi ụdị kọlọ dị iche iche</li> <li>4. Igụ akwụkwọ iduuzi na ide ihe odide</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ na akwụkwọ iduuzi a họtọ, ụgbọ ojii, kaadị mgbubam, dgz.</p>
11.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Mkpọaha (Aha dị iche iche)</p> <p><b>OMENALA:</b> Njirimara ndị Igbo, nkwaputa ụzọ dị iche iche e ji ama ndị Igbo (dk ejiji, asusu, nri, steeti, dgz).</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ otu Iduuzi a họtọ</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ikwu njirimara ndị Igbo</li> <li>3. Irugosi mkpọaha n'ahiri-okwu</li> <li>4. Iguputa akwụkwọ iduuzi na ide ihe odide</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ klasị na akwụkwọ iduuzi a họtọ, ụgbọ ojii, kaadị mgbubam, maapu, dgz.</p>
12.	<p><b>MMUGHARỊ IHE A KUZIRI NA TAM</b></p> <p><b>ULE</b></p> <p><b>ULE NA MMECHI</b></p>	
13.		
14.		



## ASỤSỤ IGBO

### SS ONE TAM NKE ABỤỌ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME Na NGWA NKỤZỊ
1.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Mkpọaha – Nnọchiaha na Nnọchimpesin, Iji ha mebe ahiriokwu</p> <p><b>OMENALA:</b> Njirimara Ndi Igbo – Asụsụ, olundị na Igbo Izugbe</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ akwụkwọ iduuazị a họtọ</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Irugosi mkpọaha, nnọchiaha na nnọchimpesin n'ahiriokwu</li> <li>3. Ikwu njirimara ndi Igbo</li> <li>4. Igu akwụkwọ iduuazị na ide ihe odide</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwụkwọ ogụgụ, ugbo ojii, kaadi mgbubam, dgz.</p>
2.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Mkpọaha – Njuaajụ na ọnụogụgụ</p> <p><b>OMENALA:</b> Njirimara Ndi Igbo - Ọmụmụ Nri Ndi Igbo, etu e si esiputa otu n'ime nri ndi Igbo</p> <p><b>AGỤMAGỤ:</b> Ogụgụ abụ abụọ a họtọ</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Irugosi mkpọaha na njuaajụ n'ahiriokwu</li> <li>3. Iji ha meputa ahiriokwu</li> <li>4. Ikwu njirimara ndi Igbo</li> <li>5. Igu abụ</li> <li>6. Ikwuputa ufodu nri ndi Igbo na etu e si esiputa ha.</li> </ol> <p><b>NGWA NKỤZỊ</b> Ugbo ojii, akwụkwọ ogụgụ, chaati, kaadi mgbubam, foto/eserese, dgz.</p>
3.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Ngwaa na ụdị ya di iche iche</p> <p><b>OMENALA:</b> Ọchichi Ọdinala Igbo – Nkọwa ya, mgbe o malitere, usoro, njirimara na uru ya.</p> <p><b>AGỤMAGỤ:</b> Ogụgụ abụ ọzọ a họtọ</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ikowa ihe ngwaa putara</li> <li>3. Irugosi ngwaa n'ahiriokwu</li> <li>4. Ikwuputa uru di n'ochichi odinala.</li> <li>5. Igu abụ a họtara.</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwụkwọ abụ a họtọ, chaati, akwụkwọ ogụgụ, ugbo ojii, dgz.</p>
4.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Nkọwaaha na Nkenụdi ya.</p> <p><b>OMENALA:</b> Ọchichi Ọdinala Igbo:</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ikwuputa nkenụdi nkọwa aha</li> <li>2. Irugosi nkọwaha n'ahiri-</li> </ol>

	<p>Òtù dì iche iche ndị ọrụ na-eru n'okwu n'ochichi obodo. (1) ọgbọ/uke/ebiri, usoro abamaba, ọrụ na uru ha. <b>AGUMAGỤ:</b> Ọgụgụ akwụkwọ ejije a họtara</p> <p><b>5.</b></p> <p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Nkwuwa <b>OMENALA:</b> Ọchichi ọdinala (2) Nze na ọzọ, usoro echichi, ọrụ na uru ha. <b>AGUMAGỤ:</b> Nkọwa atụmaatụokwu na ụdị ya dị iche iche, uru ha bara n'edemede.</p> <p><b>6.</b></p> <p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Mbuuzọ <b>OMENALA:</b> Ọchichi ọdinala (3) ụmụokpụ na iyom, ịọlọ <b>AGUMAGỤ:</b> Ọmụmụ ilu Igbo na nkọwa ya.</p> <p><b>7.</b></p> <p><b>ỤTỌASỤSỤ:</b> Ọrụ “na” n’ahiriokwu Igbo dk. Mbuuzọ, nnyemakangwaa, isingwaa, dgz.  <b>OMENALA:</b> Njirimara ndi Igbo: Ọrụ aka – Nkọwa isiokwu, ụdị ya, uru ọ bara na mkpa ọ dị ịkwelite ọrụaka ndi a. <b>AGUMAGỤ:</b> Ọmụmụ akpalaokwu di iche iche na nkowa ha.</p>	<p>okwu 3. Ikwu ọrụ na uru òtù ọgbọ di iche iche 4. Ikwuputa usoro e si aba òtù nke ọ bula. 5. Igu akwukwo ejije. <b>NGWA NKỤZI</b> Akwukwọ ọgụgụ klasi, akwukwọ ejije a họtara, ụgbọ ojii, tiivi, radio, tepurekoda, dgz.</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b> 1. Ikowa na inye omumaatu nkwuwa n'Igbo 2. Ikwu usoro echimechi nze na ọzọ 3. Ikwuputa uru na ọghom na-eso echimechi ndi a 4. Inye omumaatu ụdị atumatụokwu ndi nwegasiri. <b>NGWA NKỤZI</b> Akwukwọ ọgụgụ, ụgbọ ojii, foto/esere</p> <p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b> 1. Ige ntị 2. Irugosi mbuuzọ n’ahiriokwu 3. Ikowa ọchichi ọdinala 4. Itụ na ikwaputa ilu Igbo di iche iche. <b>NGWA NKỤZI</b> Akwukwọ ọgụgụ, ụgbọ ojii, Kaadi mgbubam, dgz.</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 ụfody na uru ha 5. Inye omumaatu akpala-okwu na nkowa ha <b>NGWA NKỤZI</b> Akwukwọ ọgụgụ, ụgbọ ojii, kaadi mgbubam, dgz.</p>
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8.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Njiko</p> <p><b>OMENALA:</b> Obodo dị iche iche na ọrụ aka e jiri mara ha n'ala Igbo</p> <p><b>AGỤMAGỤ:</b> Ọmụmụ ụkabụilu.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikọwapụta ihe bụ njiko</li> <li>2. Irugosi mkpụrụokwu e ji ezipụta njiko</li> <li>3. Inye ọmụmaatụ ahirị - okwu na-egosipụta njiko</li> <li>3. Ikpọsita aha obodo na ọrụaka ha</li> <li>4. ikọwa ụkabụilu na inye ọmụmaatụ ha gasi</li> </ol> <p><b>NGWA NKỤZỊ</b></p> <p>Akwụkwọ ọgụgụ na akwụkwọ ejije a họrọ, ụgbọ ojii, Kaadi mgbubam, dgz.</p>
9.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Mgbakwunye - Ndịnihu, ndịnazụ, na nnọnetiti.</p> <p><b>OMENALA:</b> Njirimara ndi Igbo, igba mbọ/ ichuchu, ime nwanne, ichere ibe ha, dgz.</p> <p><b>AGỤMAGỤ:</b> Ọgụgụ akwụkwọ ejije a họtara</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikọwa ihe bụ mgbakwunye na ụdị ya gasi</li> <li>2. Ikwu ihe bụ njirimara ndi Igbo</li> <li>3. Igu akwụkwọ ejije</li> <li>4. Iju na iza ajụju</li> </ol> <p><b>NGWA NKỤZỊ</b></p> <p>Akwụkwọ ọgụgụ na akwụkwọ ejije a họrọ, ụgbọ ojii, kaadi mgbubam, dgz</p>
10.	<p><b>ỤTỌASỤSỤ:</b> Ọmụmụ Ntimkpu na olundị pụtara ihe na ya dika ọkọọ, ihiyee, Ewooh, dgz.</p> <p><b>AGỤMAGỤ:</b> Ọgụgụ akwụkwọ ejije a họtara</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikọwa ntimkpu na olundi</li> <li>2. Irugosi ha n'ahiriokwu</li> <li>3. Inye ọmụmaatụ ha gasi</li> <li>4. Igu akwụkwọ ejije</li> </ol> <p><b>NGWA NKỤZỊ</b></p> <p>Akwụkwọ ọgụgụ klasi, akwụkwọ ejije, ụgbọ ojii, kaadi mgbubam</p>
11.	<b>MMUGHARỊ IHE A KUZIRI NA TAM</b>	
12.	<b>ULE</b>	
13.	<b>ULE NA MMECHI</b>	

## ASỤSỤ IGBO

### SS ONE TAM NKE ATỌ

IZUỤKA	ISIOKWU / NDỊNISIOKWU	IHE OMUME NA NGWA NKỤZỊ
1.	<p><b>ỤTỌASỤSỤ:</b> Nkọwa ihe bụ edemede na ụdị yagasi</p> <p><b>OMENALA:</b> Nkụzi ihe ọmọgwọ bụ na ihe a na-emegasi n'oge ọmọgwọ</p> <p><b>AGỤMAGỤ:</b> Nnyocha akwụkwọ iduuazi a họtọ, agwa dị iche iche pụtara na ya</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Ikọwa edemede na ikwuputa ụdị edemede gasi</li> <li>3. Ikọwa ọmọgwọ na ihe a na-emegasi n'oge a</li> <li>4. Igu akwụkwọ iduuazi na ikọwa uche ha gbasara ụfọdụ agwa</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ, ụgbọ ojii, kaadị mgbubam, dgz.</p>
2.	<p><b>ỤTỌASỤSỤ:</b> Odide edemede mkparịta- ụka</p> <p><b>OMENALA:</b> Nkọwa ọmụmụ, ibe ugwu, ikuputa nwa na ihe e ji eme ya.</p> <p><b>AGỤMAGỤ:</b> Nnyocha akwụkwọ ejije a họtara na ọmụmụ agwa dị iche iche pụtara nay a.</p>	<p><b>IHE ỤMỤAKWỤKWỌ GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ikparịtaụka n'otu isiokwu a họtara</li> <li>2. Ikọwa ihe ụfọdụ a na-emegasi n'oge a na-ebi ugwu /ekuputa nwa</li> <li>3. Igu akwụkwọ ejije na inye nkọwa gbasara agwa pụtara n'ejije</li> <li>4. Iju na iza ajuju</li> </ol> <p><b>NGWA NKỤZỊ</b> Ụgbọ ojii, akwụkwọ ọgụgụ, chaati, kaadị mgbubam, foto/esere, dgz.</p>
3.	<p><b>ỤTỌASỤSỤ:</b> Odidi edemede akomakọ</p> <p><b>OMENALA:</b> Nkọwa ihe bụ oji , uru ọ bara, ibe oji gbara na mputara ya</p>	<p><b>IHE ỤMỤAKWỤKWỌGA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige ntị</li> <li>2. Iju na iza</li> <li>3. Inye nkọwa oji , mputara na uru ya gasi</li> <li>4. Igu akwụkwọ iduuazi</li> </ol>
4.	<p><b>AGỤMAGỤ:</b> Nnyocha akwụkwọ iduuazi na agwa pụtara ihe na-ya</p> <p><b>ỤTỌASỤSỤ:</b> Odide edemede ekwumekwu</p> <p><b>OMENALA:</b> Ọmụmụ usoro ihe</p> <p>oji/nzu na ihe ndi ọzọ na-anochite anya oji</p>	<p>5. Ikọ gbasara agwa ụfọdụ pụtara ihe</p> <p><b>NGWA NKỤZỊ</b> Akwụkwọ ọgụgụ klasị, akwụkwọ iduuazi a họtọ, chaati, akwụkwọ ọgụgụ, ugbo ojii, nzu, oji, dgz.</p>

5.	<p><b>AGUMAGU:</b> Nnyocha akwukwo iduuazi na agwa di na ya.</p> <p><b>UTOASUSU:</b> Odide edemede nkowasi</p> <p><b>OMENALA:</b> Omumu omenala : Inabata obia</p> <p><b>AGUMAGU:</b> Nnyocha akwukwo iduuazi na omenala putara ihe na ya.</p>	<p><b>IHE UMUAKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ide edemede</li> <li>2. Ikowa obia na uzọ e si anabata ya.</li> <li>3. Igụ na itule akwukwo iduuazi ha gurụ</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasi, akwukwo iduuazi a horo, ugbo ojii, tiivi, redio, teperekoda, dgz.</p>
6.	<p><b>UTOASUSU:</b> Odide edemede nkowami</p> <p><b>OMENALA:</b> Omumu izu na izuuka</p> <p><b>AGUMAGU:</b> Nnyocha akwukwo iduuazi na omenala putara ihe na ya.</p>	<p><b>IHE UMUAKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ide edemede nkowami</li> <li>3. Igụ izu na izuuka n'Igbo</li> <li>3. Igụ akwukwo iduuazi</li> <li>4. Ichoputa omenala ndi gbara elu na ya</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasi , akwukwo iduuazi, ugbo ojii, foto/eserese</p>
7.	<p><b>UTOASUSU:</b> Olilo udaume- Omumu Olilo ihu na olilo azu</p> <p><b>OMENALA:</b> Usoro ogugu onwa na afo</p> <p><b>AGUMAGU:</b> Ogugu na aghotazaa sitere n'akwukwo ejije a horo</p>	<p><b>IHE UMUAKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikowaputa olilo udaume na udi ya</li> <li>3. Iguputa onwa na afo</li> <li>4. Igụ aghotazaa</li> <li>5. Iza ajuju sitere n'aghota-Azaa/ejije a horo</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu klasi, akwukwo ejije, ugbo ojii, kaadi mgbubam, chaati udaume, dgz.</p>
8.	<p><b>UTOASUSU:</b> Olilo udaume - omumu olilo nlofo, mmako na nlocha</p> <p><b>OMENALA:</b> Nrubere onye diokpara n'ezinulo.</p> <p><b>AGUMAGU:</b> Ogugu na aghotazaa sitere n'akwukwo iduuazi a hoputara.</p>	<p><b>IHE UMUAKWUKWO GA-EME:</b></p> <ol style="list-style-type: none"> <li>1. Ige nti</li> <li>2. Ikwu na inye omumaatu udi olilo di iche iche</li> <li>3. Ikwu nrubere diokpara</li> <li>4. Igụ na iza ajuju</li> </ol> <p><b>NGWA NKUZI</b> Akwukwo ogugu na akwukwo iduuazi, ugbo ojii, kaadi mgbubam, chaati udaume, dgz.</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><b>IHE ỤMỤAKWỤKWỌ GA-EME</b></p> <ol style="list-style-type: none"> <li>1. Ikwa ndapu udaume na mgbochiume</li> <li>2. Inye omumaatu ndapu udaume na mgbochiume</li> <li>3. Ikwuputa nrubere onye ada n'ezinụlọ</li> <li>4. Ime ntughari</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwukwo ogugu na akwukwo ejije a horo, ugbo 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. Ikparitauka gbasara nsogbu na-aputa n'inu ogwu aghara aghara</li> <li>4. Ime ntughari</li> </ol> <p><b>NGWA NKỤZỊ</b> Akwukwo ogugu, ugbo ojii, tepurekoda, redio, dgz.</p>
11.	<b>MMUGHARI IHE A KUZIRI NA TAM</b>	
12.	<b>ULE</b>	
13.	<b>ULE NA MMECHI</b>	

# SENIOR SECONDARY (ARTS)

## CHRISTIAN RELIGIOUS STUDIES SS 1 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	Jesus' teaching about Himself	a) Jesus as the lamb, the door and good shepherd.( John 1:29-34, John 10:1-8)  b) Jesus as the light of the world ( John 3:19; 8:12;9:4-5;12:35-36; 1 John 1:5-7)	<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	a) Jesus as the true vine (John 15:1-7) b) Jesus as the living bread and water (John 6:1-41; 4:7-15)	<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	a) God's love for man. Meaning of love b) Extent of God's love for man. c) Need for man to respond to God's love (John 3:16-18)	<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	a) Types of love for man 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)	<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>

		c) Various ways of showing love to one another and to one's country	
5	Justification by faith	a) Meaning and need for justification (Romans 3:23, Galatians 3:19-21) 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) c) Fruit of justification. Galatians 2:19-21; 5:22)	<ul style="list-style-type: none"> <li>Use the students to dramatize a law court where an offender is granted an unconditional pardon</li> </ul>
6	New Life in Christ	a) Meaning of old life as living in sin. (Galatians 5:19-21, Colossians 3:5-7) b) Characteristics of old life and need for change (Romans 6:1-4, 15:18-19)	<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	a) Meaning of being Son of God. b) Jesus as a son of God (Romans 8:3; 17,32)	<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	a) Rights and Responsibilities of Christians as children of God (Ephesians 1:5) b) Rights and Responsibilities of the citizen of Nigeria (the constitution of Nigeria)	<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 salvation (Paul's teaching on faith and work) ( Galatians 1:14; Ephesians 2:8; 9)	<ul style="list-style-type: none"> <li>Lead the students in faith works interrelationship.</li> <li>Discuss how faith and works are interrelated.</li> </ul>
11	Faith and Works	a) James teaching on faith and works. Genuine saving faith manifests itself through works James 2:14-26) b) Compare and contrast Paul's and James teaching on faith and works	<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</li> </ul>

			gifts in the Church
3	Spiritual Gifts	a) List of spiritual gifts (1Corinthians 12:4-8, 28, Ephesians 4:11-13, Romans 12:6-8) b) Hierarchy of spiritual gift. (1Corinthians 12:28;31;14:1,4,5) c) How to identify and exercise your own spiritual gift(s).	<ul style="list-style-type: none"> <li>List of spiritual gifts</li> </ul>
4	Forgiveness	a) Meaning of forgiveness b) Jesus teaching on forgiveness ( Matthew 6:12, 14, 15) c) How to achieve forgiveness <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.	a) Effects and consequences of unforgiveness (Matthew 18:21-35) b) Rewards of forgiveness <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	a) Meaning and types of family	<ul style="list-style-type: none"> <li>Students to describe their</li> </ul>

		<ul style="list-style-type: none"> <li>b) Rights and duties of family members in the Bible (Colossians 2:18-21)</li> <li>c) Rights and duties of family members in our nation</li> <li>d) Consequences of failure of family members to perform their duties</li> </ul>	<p>traditional family set up.</p> <ul style="list-style-type: none"> <li>• Discuss the role of their family members. Read (Colossians 2:18-21) discuss source of conflict in the family.</li> <li>• Picture of a family</li> </ul>
7	Humility	<ul style="list-style-type: none"> <li>a) Meaning of humility (Philippians 2:1-11)</li> <li>b) Jesus demonstrated humility (Matthew 26:14-39; Luke 22:24-27, John 13:1-17)</li> <li>c) Ways of demonstrating humility solution to pride (Matthew 18:1-4, Luke 1:47-56)</li> </ul>	<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.	<ul style="list-style-type: none"> <li>a) Benefit of humility (James 4:10, 1Peters 5:6, 1john 2:15-16).</li> <li>b) Consequences of pride (James 4:6-7; 1 Peters 5:5; Matthew 23:12).</li> </ul>	<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	<ul style="list-style-type: none"> <li>a) Jesus taught his disciples how to pray (Matthew 6:7-13)</li> <li>b) James teaching on prayer (James 1:1-8; 4:1-3; 5:12-20)</li> <li>c) Types of prayer</li> <li>d) Reasons for unanswered prayer (Matthew 6:7-13)</li> </ul>	<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> </ul>

			<ul style="list-style-type: none"> <li>Picture of a praying monk in meditation.</li> </ul>
10	Revision	Revision	Revision
12-13	Examination	Examination	Examination

## 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</li> </ul>

			<p>that 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 25:31-46)</p>	<ul style="list-style-type: none"> <li>• Lead the students to need the passages and outline signs of</li> </ul>

		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).	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

## LITERATURE-IN-ENGLISH

### SS 1 FIRST TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
1	<b>Introduction to Literature</b>	<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> </ul>

		<ul style="list-style-type: none"> <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, assonance, etc</li> <li>- Various examples of each</li> </ul>
8	Literary Terms 11	<ul style="list-style-type: none"> <li>- Further discussion s 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:</li> <li>-Significance of Literary works in context.</li> <li>- Special Syntax of poetry</li> <li>- Effective use of Literary devices</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><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></ul>

		<ul style="list-style-type: none"> <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> <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

## GOVERNMENT

### SS 1 FIRST TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	<b>DEFINITION OF SUBJECT MATTER</b> <ol style="list-style-type: none"> <li>Government as an institution of state</li> <li>Government as a process or act of governing</li> <li>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>Power</li> <li>Authority</li> <li>Legitimacy</li> <li>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>Meaning of democracy</li> <li>Political culture</li> <li>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>Political participation</li> <li>Communalism</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>

	iii. Feudalism	
5	BASIC CONCEPTS (Contd) i. Capitalism ii. Social;ism	1. Teacher leads discussion on capitalism 2. Teacher leads discussion on socialism 3. Teacher leads students to discuss the similarities and differences between capitalism and socialism
6	BASIC CONCEPTS (Contd) i. Communism ii. Fascism iii. Totalitarianism	1. Teacher leads students to discuss communism, fascism and totalitarianism
7	TYPES AND CHARACTERISTICS OF GOVERNMENT Unitary : i. Meaning ii. Characteristics iii. Advantages and disadvantages iv.	1. Teacher leads discussion on unitary system of government 2. Teacher mentions countries where unitary system is practiced
8	TYPES AND CHARACTERISTICS OF GOVERNMENT i. Parliamentary System of Government ii. Presidential System of Government iii. Comparison of parliamentary and presidential systems of government	1. Teacher leads discussion on parliamentary or cabinet system of government 2. Teacher mentions countries where the system is practiced 3. Teacher leads discussion on presidential system of government using Nigeria as an example. 4. Teacher leads discussion on the similarities and differences of presidential and parliamentary system of government.
9	TYPES OF GOVERNMENT CONTINUED i. Confederal System of Government/ meaning ii. Monarchy iii. Comparison of Federalism and Confederalism	1. Teacher leads discussion on Confederal system of Government 2. Teacher mentions countries where the system is practiced 3. Teacher lead discussion on Monarch 4. Teacher mentions countries where the system is practiced 5. Teacher leads discussion on the similarities and differences of Feudalism and Confederal system of government.
10	ORGANS OF GOVERNMENT i. Legislative: Meaning ii. Types of Legislature iii. Functions of legislature	1. Teacher leads discussion on legislation 2. Teacher leads students to state assembly on excursion
11	ORGANS OF GOVERNMENT i. Executive: Meaning ii. Types iii. Functions	1. Teacher leads discussion on executive organ of government. 2. Teacher leads students to state secretariat on excursion
12	ORGANS OF GOVERNMENT	1. Teacher leads discussion on Judiciary

	Judiciary i. Functions of the Judiciary ii. Independence of the Judiciary	2. Teacher organises excursion to a law court.
13	Revision	Revision
14	Examination	Examination

## GOVERNMENT

### SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	CONSTITUTION i. Definition/meaning of constitution ii. Sources of constitution	Teacher leads discussion on constitution as it applies to a country, clubs, and society.
2	CONSTITUTION CONTINUED i. Functions of constitution ii. Features of constitution	Teacher leads discussion on functions and features of constitution
3	TYPES OF CONSTITUTIONS i. Written and unwritten constitution ii. Rigid and flexible constitution iii. Unitary and federal constitution	Teacher leads discussion on types of constitution.
4	CONSTITUTIONALISM 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	BASIC PRINCIPLES OF GOVERNMENT 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 ii. Principles of checks and balances iii. Purpose of separation of power iv. Relationship between separation of powers and check and balance.	1. Teacher organises drama on how separation of power is practiced. 2. Teacher demonstrates how checks and balances can be practiced. 3. Discusses the relationship of both concepts.
8	<b>REPRESENTATIVE GOVERNMENT</b> i. Meaning/Definition of representative government. ii. Features of a representative government iii. Advantages and disadvantages of Representative Government	1. Teacher leads discussion on Representative Government 2. Teacher leads discussion on advantages and disadvantages of representative government
9	<b>CENTRALIZATION AND DECENTRALIZATION</b> i. Meaning/Definition ii. Differences between centralize and decentralize	Teacher leads discussion on centralized and decentralized activities of the State and Federal Government
10	<b>THEORY OF DELEGATED LEGISLATURE</b> i. Meaning/Definition of delegated legislature ii. Forms of delegated legislature iii. Control of delegated legislatures iv. Advantages and Disadvantages of delegated legislature	1. Teacher leads discussion on delegated legislature 2. Teacher cites example of delegated legislature in school.
11	Revision	Revision
12	Examination	Examination

**GOVERNMENT  
SS 1 THIRD TERM**

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

7	<b>PUBLIC OPINION</b> <ol style="list-style-type: none"> <li>Meaning and definition of public opinion</li> <li>Formation of public opinion</li> <li>Measurement of public opinion</li> </ol>	<ol style="list-style-type: none"> <li>Teacher leads discussion on public opinion</li> <li>Teacher leads students to express their views on some important issues of public interest</li> </ol>
8	<b>ELECTORAL PROCESS (ELECTION)</b> <ol style="list-style-type: none"> <li>Meaning and definition of election</li> <li>Purpose of election</li> <li>Organisation of election (features &amp; stages)</li> </ol>	<ol style="list-style-type: none"> <li>Teacher leads discussion on Electoral Process</li> <li>Teacher embarks on excursion with students to electoral commission office.</li> </ol>
9	<b>SUFFRAGE/FRANCHISE</b> <ol style="list-style-type: none"> <li>Meaning/definition of suffrage/franchise</li> <li>Development of suffrage/franchise</li> <li>Types of suffrage/franchise</li> <li>Purpose of suffrage/franchise</li> </ol>	<ol style="list-style-type: none"> <li>Teacher leads discussion on suffrage/franchise</li> <li>Teacher leads discussion on types and purpose of suffrage/franchise.</li> </ol>
10	<b>TYPES OF ELECTORAL SYSTEM</b> <ol style="list-style-type: none"> <li>Simple majority</li> <li>Absolute majority</li> <li>Proportional representation</li> <li>Direct and indirect system</li> </ol>	Teacher leads discussion on types of electoral system
11	<b>ELECTORAL COMMISSION/ELECTORAL OFFICIALS</b> <ol style="list-style-type: none"> <li>Meaning of Electoral Commission</li> <li>Roles/functions and duties of the commission</li> <li>Problems facing Electoral Commission</li> </ol>	<ol style="list-style-type: none"> <li>Teacher leads discussion on the role and functions of an electoral commission.</li> <li>Teacher leads discussion on the functions of an electoral commission</li> <li>Teacher leads students to discuss problems facing electoral commission.</li> </ol>
12	Revision	Revision
13	Examination	Examination

**HISTORY**  
**SS1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
1	<b>MEANING OF HISTORY.</b>  <b>- SOURCES OF HISTORY AND DANTING</b>	<p>Teacher explains and defines what history means, the story of the past- demonstrate before the class. Differentiating between the past and the present.</p> <p>State and explain the sources e.g. testimonies, archaeological findings like broken old pots- by the teacher. This can explain how history was obtained.</p>
2	<b>HISTORICAL SKILLS; ANCIENT AND MODERN APPROACH</b>	<p>The teacher states and explains the various historical skills using cultural artifacts.</p> <p>The students explain and mention the various historical skills.</p>
3	<b>PROSPECT FOR ICT IN HISTORICAL STUDIES</b>	<p>The teacher explains the meaning of ICT- information communication technology and enumerates the importance using learning materials like satellite, TV, video recorder.</p> <p>The students are allowed to touch and practice with the teaching aids.</p>
4	<b>LAND AND THE PEOPLE OF NIGERIA; COASTAL REGIONS, FORESTERY REGION AND SEMI SAVANNAH</b>	<p>Mention various coastal, forestry and savannah areas using maps that contain these regions.</p> <p>The students are made to point the regions out from the map at or by the end of the lessons</p>
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>	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.
8	<b>EARLY CENTRES OF CIVILIZATION IN NIGERIA CONTINUED;KANEM AND BORNU(NOK)</b>	Description and explanation with teaching aids of charts and maps involving the students actively.
9	<b>THE STATES FORMATION PROCESS CENTRALIZED STATES KANEM/ BORNU</b>	Description of the various states explaining what centralized really means
10	<b>THE STATES FORMATION PROCESS CONTINUED EFIK MIGRATION</b> <b>ENVIRONMENT AND COMMERCIAL ACTIVITIES OF IGALA, JUKUN, ETC</b>	The traditional features, movement and commodities of the various states in Nigeria are outlined for the students. The processes of their formation are narrated.
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**

<b>WEEK</b>	<b>TOPIC/ CONTENT</b>	<b>ACTIVITIES</b>
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 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. <ul style="list-style-type: none"> <li>- <b>ECONOMY;</b> technology, craft and industry.</li> </ul>	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	<b>THE EFIK;</b> factors that led to the rise of Efik political organization.  European contact, economic and hinterland neighbours.	Teacher describes and explains the rise of political organization, contact with Europe, and hinterland neighbours of the Efik, with pictures and maps.  The students listen and identify the location and boundaries of Efik.
9	<b>INTER-GROUP RELATIONS;</b> <ul style="list-style-type: none"> <li>- Commercial activities</li> <li>- Commodities linking across the various kingdoms.</li> </ul>	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.  Resources; physical and ethnic maps.  The students are given assignment to draw and specify the neighbouring boundaries.

10	<b>INTER-GROUP RELATION CONTINUED;</b> Migration causes and impacts.	The teacher explains and defines migration, the causes and impacts using the states as example.  Various reasons for people living where they were to another is explained.  The students are made to mention the causes-  Instructional materials: map/charts.
11	<b>INTER-GROUP RELATIONS CONTINUED;</b> Wars and politics of the ethnic groups, e.g. Benin, Efik.	Teacher describes the nature of political administration of the Benin and Efik etc, cause of war, (ethnic wars) and the impacts.  Aids; pictures/maps- the students describes and explains them.
12	Revision	Revision
13	Examination	Examination

## HISTORY

### SS1 THIRD TERM

WEEK	TOPIC/ CONTENT	ACTIVITIES
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.	<p>Descriptions and stating the nature of the commodities</p> <p>The students should be able to mention and describe the nature of the commodities.</p> <p>Samples of the goods are brought to the class for teaching.</p>
4	<b>EARLY EXTERNAL INFLUENCE CONTINUED;</b>  - The causes and impacts of the trade	<p>The teacher states the cause, advantages and disadvantages of the trade</p> <p>Charts and maps are used.</p> <p>The students are made to mention and explain the causes and impact of the trade individually.</p>
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 identifies 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>	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 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	

## **SENIOR SECONDARY (SCIENCE)**

### **BIOLOGY SS 1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
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 difference between higher and lower plant should be emphasized.	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.
4	<b>THE CELL</b>	i) Cell as a living unit of living organism ii) The cell theory iii) Forms in which living things exist -- independent organism -- As a colony -- As filament,	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. Ii). Teacher mounts slides of plant and animal cells for

		iv) Cell structures and functions of cell component. v) Differences between plants and animal cell.	student to observe, draw, label and note their difference and similarities.
5.	<b>CELL &amp; ITS ENVIROMENT</b>	i) Diffusion – Definition, processes & significance ii) Osmosis - Definition, processes & significance iii) Definition of Plasmolysis, Haemolysis, Turgidity and flaccidity. iv) Biological importance.	i) Teacher provides perfume and request a student to spray at one end of the classroom and ask the student to describe what happened ii) Teacher to demonstrate diffusion and osmosis using living and non-living components.
6	<b>PROPERTIES &amp; FUNCTIONS OF THE CELL</b>	i) feeding:- Definition and types a) Autotrophic nutrition photosynthetic nutrition chemosynthetic nutrition b) Heterotrophic nutrition and mode of nutrition.	i) The teacher sets up experiment to show the effects of different nutrients or spirogyra. Asks students to observe record and discuss experiments.
7	<b>PROPERTIES &amp; FUNCTIONS OF THE CELL CONTINUE</b>	i) Micro and Macro nutrients ii) Deficiency and effects of macro elements Respiration i) Gaseous exchange (external respiration) ii) Glycolysis iii) Aerobic respiration (Krebs cycle) iv) Anaerobic respiration (lactic acid formation) v) Difference between aerobic and anaerobic respiration. vi) Role of enzyme in cellular respiration	i) Teacher sets experiments to show respiration in yeast (anaerobic) and respiration in rat (aerobic) ii) Teacher draws the Krebs cycle on the chalkboard and asks the students to draw also. iii) Teacher demonstrates to students action of ptyalin on 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	i) Teacher ask students to run round the class to produce sweat and observe what happens to them then and after a minutes.



		v) products of different excretory organelle vi) forms in which excretory product are excreted.	
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 iv. growth movement as regulated by axins B. Reproduction i. Types of reproduction – sexual and asexual ii. difference between sexual and asexual iii. meiosis	a. Phototropic response of shoots. b. geotropic response of roots c. geotropic response of shoots d. phototadic response in earth worms
12.	<b>REPRODUCTI ON CONTINUES</b>	i. Reproduction in Amoeba - Paramecium - Spirogyra - Earthworm - Housefly - Cockroach - Snails	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

		- Yeast ii. Vegetative or artificial reproduction	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 iii) Food test	i) Teacher provides garri, yam, rice, meat, butter, common salt, fish, prewn, pepper, cowpea, sabs etc to the class, ask students to categorize the food items under four classes of food.



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

**BIOLOGY**  
**SS1 THIRD TERM**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
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>	i) Role of food in agricultural production ii) factors affecting production and storage iii) ways of improving crop yield iv) cause of wastage v) Methods of preserving and storing food.	i) Demonstrate different food storage methods to student e.g. drying, salting etc.
6	<b>POPULATION GROWTH &amp; FOOD SUPPLY.</b>	i) relationship between availability of food and human population	i) collect a large number of insects and use them to

		ii) effects of food shortage iii) Government effort to increase food production e.g. Agricultural resolution	demonstrate the effect of food shortage.
7.	<b>MICRO ORGANISMS AROUND US</b>	i) classification e.g. viruses bacteria, fungi protozoa ii) carriers e.g. vectors and transmitting organisms. iii) beneficial effects and harmful effects. iv) growth of micro-organism v) control and prevention of micro-organism disease (public health)	i) Divide the student into working groups, provide each group with sterilized Petri- dishes which contain culture medium ii) Student in each group grow cultures of micro organism from air, water and under the finger nails
8	<b>AQUATIC HABITAT</b>	i) Definition ii) Types of aquatic habitat iii) aquatic organism and its adaptive features iv) Characteristics of aquatic habitat v) Food chain and food web in aquatic habitats	i) Observe the pattern of distribution of the biotic components in the habitats and their adaptive features.
9.	<b>TERRESTRIAL HABITAT</b>	i) Definition ii) types of terrestrial habitat iii) Terrestrial organisms and their adaptive features iv) Characteristics of terrestrial habitat v) Food chain and food web in terrestrial habitat	i) Construct food chain of the biotic component
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)	i) With the aid of dissected specimens, models, charts, teach the

		ii) Description and functions of the parts of alimentary tract iii) Diagram of digestive tract of different groups of organisms.	alimentary canals of planarium, earthworm, grasshopper, birds and rabbits
12	Revision	Revision	Revision
13	Examination	Examination	Examination

## CHEMISTRY SS 1 FIRST TERM

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>



		<ul style="list-style-type: none"> <li>- Takes students on field trips to chemical industries.</li> <li>- Guides students to observe:               <ol style="list-style-type: none"> <li>the processes going on in the industries</li> <li>the various ways these industries degrade the environment.</li> <li>Suggest ways of reducing environmental problems.</li> </ol> </li> </ul> <p><b>Instructional Resources:</b> Chemical industries in the locality</p>
5	<b>STANDARD SEPARATION TECHNIQUES FOR MIXTURES</b> <ol style="list-style-type: none"> <li>1. Classification of substances</li> <li>2. Filtration, Evaporation, Decantation, Floatation, Frostation.</li> <li>3. Crystallization and Fractional Crystallization.</li> </ol>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>-Guides students to understand underlying principles behind the choice of a separation technique for a particular mixture.</li> <li>-Demonstrates the method of separation.</li> </ul> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>-Water</li> <li>-Sand</li> <li>-Common salt</li> <li>-Filter paper</li> <li>-Evaporation dish</li> </ul>
6	<b>STANDARD SEPARATION TECHNIQUES FOR MIXTURES</b> <ol style="list-style-type: none"> <li>1. Distillation and fractional distillation.</li> <li>2. Precipitation</li> <li>3. Magnetization (magnetism).</li> </ol>	<p><b>Teacher:</b> Demonstrates the method of separation</p> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Liebig condenser</li> <li>- Magnets</li> </ul>
7	<b>STANDARD SEPARATION TECHNIQUES FOR MIXTURES</b> <ol style="list-style-type: none"> <li>1. Chromatography</li> <li>2. Sublimation</li> <li>3. Pure and impure substances</li> </ol>	<p><b>Teacher:</b> Demonstrates the determination of melting point for solids and boiling points for liquids.</p> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Ink</li> <li>- Separating funnel,</li> <li>- Cubes of sugar.</li> </ul>
8	<b>PARTICULAR NATURE OF MATTER</b> <ol style="list-style-type: none"> <li>1. Physical and chemical changes</li> <li>2. Atoms and molecules</li> <li>3. Dalton's Atomic theory</li> </ol>	<p><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.</p> <p>ii. To guide students to make chalk (<math>\text{CaCO}_3</math>) as a chemical change.</p> <p><b>Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>- Water</li> <li>- Common salt</li> <li>- Sugar</li> <li>- Candle</li> </ul>

		<ul style="list-style-type: none"> <li>- Matches</li> <li>- Models (coloured beads)</li> <li>- Calcium carbonate (calcium trioxocarbonate iv) <math>[\text{CaCO}_3]</math></li> </ul>
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 C14 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	<b>CHEMICAL COMBINATION</b> 1. Periodic Table ( first 20 elements) 2. Electronic configuration of atom 3. Types of bonds: a. strong bonds (interatomic bonds) e.g. electrovalent (ionic), covalent, coordinate covalent (Dative), metallic bonds.	<b>Teacher:</b> i. Guides students to: - identify the first 20 elements - draw the electronic configuration of these elements - place these elements in their proper position on a blank periodic table template ii. Explains the types of bonds and their characteristics.  <b>Instructional Resources:</b> - Blank periodic table template - Models - Charts - Table salt.
2	<b>CHEMICAL COMBINATION</b> Types of bonds continued: b. Weak bonds e.g. hydrogen bond, van-der waals forces dipole-dipole force of attractions. (intermolecular bonds). 4. Systems of naming compounds: - conventional - IUPAC	<b>Teacher:</b> - Uses simple demonstrations to illustrate the type of bond in common substances like camphor, common salt (NaCl), sulphur, etc. - Teaches students to write conventional and IUPAC names of common substances.  <b>Instructional Resources:</b> - Sugar - Camphor balls

	Note: any of these 2 naming systems is acceptable at this level.	<ul style="list-style-type: none"> <li>- Some liquids e.g. oil, water</li> <li>- Aerosol.</li> </ul>
3	<b>CHEMICAL COMBINATION</b> 5. States of matter: <ul style="list-style-type: none"> <li>- solid</li> <li>- liquid</li> <li>- gaseous state</li> </ul> 6. The kinetic theory and its applications	<b>Teacher:</b> Initiates class discussion on: <ul style="list-style-type: none"> <li>- states of matter</li> <li>- kinetic theory and change of state.</li> </ul>
4	<b>SYMBOLS, FORMULAE AND EQUATION</b> 1. Chemical symbols of elements and their valencies 2. Empirical and molecular formulae 3. Law of conservation of matter.	<b>Teacher:</b> <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 conservation of mass.</li> </ul> <b>Instructional Resources:</b> <ul style="list-style-type: none"> <li>- Periodic table of elements</li> <li>- Coloured beads.</li> </ul>
5	<b>SYMBOLS, FORMULAE AND EQUATION</b> 1. Law of constant composition 2. Law of multiple proportions 3. Chemical Equations	<b>Teacher:</b> Performs experiments to illustrate: <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:               <ul style="list-style-type: none"> <li>- Aim</li> <li>- Objective</li> <li>- Method</li> <li>- Diagram</li> <li>- Result</li> <li>- Discussion</li> <li>- Conclusion</li> </ul> </li> </ul>
6	<b>GAS LAWS</b> <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>	<b>Teacher:</b> <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> <b>Instructional Resources:</b> <ul style="list-style-type: none"> <li>- Pictures and charts</li> <li>- Piston and pump</li> </ul>
7	<b>GAS LAWS</b> <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>	<b>Teacher:</b> <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	<b>GAS LAWS</b> <ol style="list-style-type: none"> <li>7. Graham's law</li> </ol>	<b>Teacher:</b>

	8. Molar volume of gases 9. Avogadro's number and the mole concept 10. Calculations based on the Gas law.	-Definition of gases e.g. cotton wool soaked in ammonia solution and conc. HCl. -Volume relations in gaseous reactions. -State the Gay-Lussac's, Avogadro's and Graham's laws. -Solves the relevant calculations. -Explains the relationship $PV=nRT$ .  <b>Instructional Resources:</b> - Cotton wool and ammonia solution; conc. HCl. - Thermometer and glass vessel etc.
9	<b>ACIDS, BASES AND SALTS</b> 1. Characteristics, Preparations, reactions and uses of acids, bases and salts.	<b>Teacher:</b> -Provides different ripe and unripe fruits, sour 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, $H_2SO_4$ ).
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> <ol style="list-style-type: none"> <li>Sources of water</li> <li>Types of water (soft and hard water)</li> <li>Water pollutants</li> <li>Uses of water</li> <li>Laboratory preparation of water</li> </ol>	<b>Teacher:</b> <ol style="list-style-type: none"> <li>Guides students to: <ul style="list-style-type: none"> <li>-identify properties of water</li> <li>-list sources of water</li> <li>- list some water pollutants</li> </ul> </li> <li>Demonstrate causes of water hardness.</li> <li>Gives the laboratory properties of water as a reading assignment.</li> </ol> <b>Instructional Resources:</b> <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	<b>CARBON AND ITS COMPOUNDS</b> <ol style="list-style-type: none"> <li>Carbon: structure of carbon</li> <li>Allotropes of carbon <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> </li> </ol>	<b>Teacher:</b> <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> <b>Instructional Resources:</b> <ol style="list-style-type: none"> <li>Samples of carbon-containing compounds in and around us, e.g. stick, paper, coal etc.</li> <li>Models or coloured beads.</li> </ol>
3	<b>CARBON AND ITS COMPOUNDS</b> <ol style="list-style-type: none"> <li>Coal: <ul style="list-style-type: none"> <li>-different types</li> <li>-industrial distillation of coal</li> <li>-uses and products</li> </ul> </li> <li>Coke: <ul style="list-style-type: none"> <li>- gasification and uses.</li> </ul> </li> </ol>	<b>Teacher:</b> <p>Explains the location, method of mining and economic importance of coal and coke.</p> <b>Instructional Resource:</b> <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	<b>CARBON AND ITS COMPOUNDS</b> <ol style="list-style-type: none"> <li>Oxides of carbon: <ul style="list-style-type: none"> <li>-carbon(iv) oxide (carbon dioxide)</li> </ul> </li> </ol>	<b>Teacher:</b> <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>

	-carbon(ii) oxide (carbon monoxide) 6. Synthetic gas: -manufacture and uses.	<b>Instructional Resources:</b> -carbonates -glass vessels.
5	<b>CARBON AND ITS COMPOUNDS</b> 7. Carbonic acid (Trioxocarbonate (iv) acid) 8. any carbonate (Trioxocarbonate(iv) salts).	<b>Teacher:</b> Explains the properties of carbonic acid and trioxocarbonate (iv) salts.
6	<b>CARBON AND ITS COMPOUNDS</b> 9. Hydrocarbon and its main classes.	<b>Teacher:</b> Identifies the location of crude oil in Nigeria.
7	<b>CARBON AND ITS COMPOUNDS</b> 10. Crude oil and natural gas 11. Importance of hydrocarbons	<b>Teacher:</b> List the various fractions of crude oil giving their uses and economic importance.  <b>Instructional Resources:</b> Gas from decaying foods, fruits and vegetables.
8	<b>HYDROCARBONS</b> 1. Structure and valency of carbon 2. Meaning and examples of hydrocarbon 3. Homologous series (characteristics and naming-IUPAC) 4. Saturated hydrocarbons: composition and structure.	<b>Teacher:</b> -Explains the tetravalent nature of carbon -Define homologous series and state their characteristics. -Identify and write structures of alkanes, alkenes and alkynes.  <b>Instructional Resources:</b> -Models of hydrocarbons. -baromime water -silver trioxonitrate (v) solution -charts -coloured beads.
9	<b>HYDROCARBONS</b> 5. Isomerism 6. Unsaturated hydrocarbons (composition and structure 7. Aromatic hydrocarbon e.g. Benzene structure and properties only.	<b>Teacher:</b> -Illustrate with models, the stereo-chemistry of simple hydrocarbons. -Explain and give examples of: aliphatic and aromatic hydrocarbons.
10	<b>PETROLEUM OR CRUDE OIL</b> 1. Origin and composition of petroleum (crude oil). 2. Nigerian and world crude oil reserves. 3. Exploration and drilling of crude oil. 4. Fractional distillation and major products.	<b>Teacher:</b> -Guides the students in the discussion of origin and composition of crude oil. -Explains the fractional distillation of petroleum and gives the students the list of the major fractions. -Guides the students in identifying Nigerian Refineries. -Explain the term cracking and reforming.

	5. Location of Nigerian 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	Teacher uses charts



	-Inter changeability of work and energy	
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 -Distribution of charges -Storage of charges -Application in lightening conductor	The teacher to guide the students in producing charges using different methods.
5	<b>DESCRIPTION AND PROPERTIES OF FIELDS</b> -Concept of fields -Types of fields( gravitational, magnetic and electric fields) -Properties of fields	The teacher to use iron filling and bar magnet to show field and field lines.

6	<b>GRAVITATIONAL FIELD</b> -Concept of gravitational field -Acceleration due to gravity -Shape and dimension of the earth	The teacher to demonstrate the use of ticker-timer to determine acceleration due to gravity.
7	<b>ELECTRIC FIELD</b> -Electric lines of force -Electric current and potential difference -Production of electric current	The teacher to show lines of force using a test positive charge.
8	<b>ELECTRIC FIELD</b> -Electric circuit -Electric conduction through materials -Ohm's law -Electrical work done in a given circuit	Teacher to lead the student to make electric circuit from an electric cell, key, the ammeter, voltmeter and resistors in parallel and series.
9	<b>PARTICLE NATURE OF MATTER</b> -Structure of matter i) Evidence of the particle nature of matter ii) Simple atomic structure -Molecules i) Their nature ii) Their size .Brownian motion .Diffusion -States of matter i) Solid ii) Liquid iii) Gas	<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	<b>CRYSTAL STRUCTURE</b> -Arrangement of atoms in crystal structure -Distinction between crystalline and amorphous substances	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	Teacher to lead students to perform simple experiments on surface tension and also lead discussion on the applications of viscosity.

	i) Cohesion ii) Adhesion -Viscosity i) Definition ii) Terminal velocity iii) Application 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 -Applications of Newton's law of motion	Teacher guides students on the application.
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	The teacher to use thrown ball against a vertical wall to demonstrate projectile motion.

	i) Vertical Projection ii) Horizontal projection iii) Projecting at an angle to the horizontal -Simple problems involving range, height, time of flight.	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

## OTHER COMPULSORY SUBJECTS FOR SS 1 STUDENTS

### FURTHER MATHS SS 1 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
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> (The straight line III) i. Transforming non-linear relationship into linear form. ii. Areas of triangles and quadrilaterals.	<b>Teacher:</b> guides students to determine the 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  
SS 1 SECOND TERM**

<b>WEEK</b>	<b>TOPIC / CONTENT</b>	<b>ACTIVITIES</b>
1	<b>SEQUENCES AND SERIES</b> i. Definition of sequences and series ii. the $n^{\text{th}}$ term of a sequence and series iii. Arithmetic progression (AP)	<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. <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 SS1 THIRD TERM

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 PROCESSING DEVICES I</b> i. Abacus ii. Decimal and binary systems	<b>Teacher:</b> guides students on how to use the 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
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## ELECTIVES

### AGRICULTURAL SCIENCE SS 1 FIRST TERM

WEEK	TOPIC / CONTENT	ACTIVITIES
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)</b> e.g. yam, cassava, sweet potatoes. 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)</b> e.g. maize, rice etc. 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> <ol style="list-style-type: none"> <li>Definition of land</li> <li>Uses of land for: <ul style="list-style-type: none"> <li>Agriculture</li> <li>Forestry</li> <li>Wildlife</li> </ul> </li> </ol>	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: <ol style="list-style-type: none"> <li>Alternative uses of land e.g. building of cities, towns, industries, roads</li> <li>Soil type and topography</li> </ol>	Class discussion
8	<b>Husbandry of Oil crops e.g.</b> Oil palm, melon, groundnut. <ol style="list-style-type: none"> <li>Method of propagation</li> <li>Climatic and soil requirements</li> <li>Land preparation (pre-planting and planting operations)</li> <li>Manuring and fertilizer requirements</li> <li>Harvesting, processing and storage of oil crops</li> </ol>	Grow at least one of the oil crops
9	<b>Husbandry of beverage e.g.</b> cocoa, tea and coffee <ol style="list-style-type: none"> <li>Method of propagation</li> <li>Climatic and soil requirements</li> <li>Land preparation (pre-planting operations)</li> <li>Manuring and fertilizer requirements</li> <li>Harvesting, processing and storage of beverage.</li> </ol>	Keep appropriate farm records
10	<b>Husbandry of latex crop e.g.</b> rubber <ol style="list-style-type: none"> <li>Method of propagation</li> <li>Climatic and soil requirements</li> <li>Land preparation, nursery requirements</li> <li>Manuring and fertilizer requirements and application</li> <li>Harvesting, processing and storage</li> </ol>	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**  
**SS 1 SECOND TERM**

<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</b> (groundnut, cowpea) - 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> - Method of propagation	Keep appropriate farm records

	<ul style="list-style-type: none"> <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>	
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 SS 1 THIRD TERM

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>Increased productivity</li> <li>Reduced drudgery</li> <li>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: <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> (b) Limitations: <ul style="list-style-type: none"> <li>- economic limitations</li> </ul>	Observe and compare a newly worked land with machines with manually worked land.

	<ul style="list-style-type: none"> <li>- technical knowhow</li> <li>- small holdings</li> </ul>	
5	<b>Prospects of mechanization</b> Possible ways of improving Agriculture through mechanization: <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	<b>Factors of production</b> Factors of production: <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	<b>Farm manager</b> Functions of a farm manager: Planning, organizing, supervising etc.	i. state the functions ii. explain the functions
8	<b>Agricultural financing</b> Sources of farm financing: <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>	i. state the various sources of farm credit and finance ii. explain the sources
9	<b>Agricultural financing</b> Sources of farm financing continues <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>	i. Explain the sources ii. use professional (guest lecturer) bank officials
10	<b>Implications of farm credits</b> The implication of farm credits e.g. interest rates	Explain the implications of credits (loan) especially from commercial banks
11	<b>Practical:</b> Identification of farm machines and their parts	Visit to agro-service centres
12	Revision	Revision
13	Examination	Examination

**COMPUTER STUDIES**  
**SS 1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
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 <b>and picture.</b>
3	<b>DATA AND INFORMATION</b> -Definition of data and information ---differences between data and information	<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>
4	<b>DATA AND INFORMATION</b> -Differences between data and information	<b>TEACHER'S ACTIVITIES</b> List examples of data and information -Displays key arrangement

	<p>-Examples of data and information</p>	<p>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 device -Participate in class discussions <b>RESOURCE MATERIALS</b> 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> -Features Components and uses of: i) ENIAC ii)EDVAC iii) UNIVAC 1</p>	<p><b>TEACHER'S ACTIVITIES</b> -state the features of each computing device -Display their components to students -States their uses <b>STUDENTS' ACTIVITIES</b> -Identify size and components of each device -Copy notes from chalkboard. <b>RESOURCE MATERIALS</b> Desktop computers, Laptop, Charts and Pictures.</p>
7	<p><b>COMPUTING DEVICES II (20<sup>TH</sup> CENTURY TO DATE)</b></p>	<p><b>TEACHER'S ACTIVITIES</b></p>



	-Feature; components and uses of: Iv) Desk Top Personal Computer V) Laptop and Notebook Computer vi) Palm Top Computer	-States the features of each Computing device. -Displays their components to students -States their uses. <b>STUDENTS' ACTIVITIES.</b> -Identify the size and components of each device. <b>RESOURCE MATERIALS</b> Desktop computer, Laptop, palmtop, charts and pictures.
8	<b>INPUT DEVICES.</b> -Definition of input devices -Types of input devices:- Keyboard, Mouse, Scanner, Microphone, Joystick, Card-reader, Light pen, Digital Camera etc,	<b>TEACHER'S ACTIVITIES</b> -Leads students to define an input device -Displays input device to students -Leads students to list input devices. <b>STUDENTS ACTIVITIES</b> -Participation in class discussions. -Identify various input devices as displayed in class. <b>RESOURCE MATERIALS</b> Keyboard, Mouse, scanner, Microphone, Joystick, Light pen, Cards reader, Digital Camera etc.
9	<b>INPUT DEVICES</b> -Mouse -Feature of a mouse -Functions and operation.	<b>TEACHER'S ACTIVITIES</b> -Displays the mouse in the class for 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 1 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 printers.	<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 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, Educational Management Software, Statistical Packages, and Hospital Management Software etc.	<b>TEACHER'S ACTIVITIES</b> -Leads students to list packages for specialized areas <b>STUDENTS' ACTIVITIES</b> Identify different packages for specialized 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>TEACHER'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> -BASIC Arithmetic operator -BASIC Arithmetic expressions	<b>TEACHERS ACTIVITIES</b> -Writes BASIC notations for arithmetic 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 1 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, Satellite telephone system, Fixed wireless telephone system -Data Networks: (Personal Area Network (PAN), Local Area Network(WAN), Internet.	<b>TEACHER'S ACTIVITIES</b> -Display available ICT gadgets, radio, television and computer. -Shows satellite dish in an out-of-class activity. <b>STUDENTS ACTIVITIES</b> Access information on internet or other information devices <b>RESOURCE MATERIALS</b> Internet facility, GSM phone, fax machine.
3	<b>COMMUNICATION SYSTEMS</b> -Information system: Data processing system, Global positioning system(GPS) -Applications of ICT: Teleconferencing, video conferencing, tele-presence, telecommunication and networking, tele-computing, messaging, information search, retrieval and archival.	<b>TEACHER'S ACTIVITIES</b> -Leads students to list ICT application areas -Leads students to list ICT based gadgets <b>STUDENT ACTIVITIES</b> Identify application areas of ICT in an out-of-class activity or through internet or on pictures <b>RESOURCE MATERIALS</b> Computer, television, internet, ICT-based gadgets available.
4	<b>APPLICATION AREA OF ICT</b> -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. -Operation of ICT based gadgets	<b>TEACHER'S ACTIVITIES</b> -Guides students to operate ICT-based gadgets <b>STUDENTS' ACTIVITIES</b> -Operate ICT-based gadgets under teacher's supervision. <b>RESOURCE MATERIALS</b> Computer with DOS installed, charts and pictures.

5	<b>BASIC COMPUTER OPERATIONS</b> -Description of the booting process -Types of booting: Cold and warm -Components of window desktop: Icons, taskbar, background.	<b>TEACHER'S ACTIVITIES</b> -Leads students to describe booting process -Leads students to identify icons on the desk top <b>STUDENTS' ACTIVITIES</b> -Power the computer under the supervision of the teacher -Observe light blinking as booting continues <b>RESOURCE MATERIALS</b> Computer, power source.
6	<b>BASIC COMPUTER OPERATIONS</b> -Running an application program e.g. Microsoft word -The process of shutting down the computer	<b>TEACHER'S ACTIVITIES</b> -Guides students to run an application program in the 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

**GEOGRAPHY**  
**SS 1 FIRST TERM**

<b>WEEK</b>	<b>TOPIC/CONTENT</b>	<b>ACTIVITIES</b>
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 ;  a) location, position, size of FCT,  b) political divisions,  c) physical setting etc.</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 agriculture</li> </ul> Industries and commercial activities in FCT	
5	<b>The solar system</b> <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:  a) shapes and size of the earth, 2) position of the earth in relation to the sun.</li> <li>4. model the Solar System</li> </ol> Resources;



		Globe, Aerial photographs of the earth, Illustrative diagrams.
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> <p>2. guide discussions on effects of the earth's rotation and revolution</p> <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 :</p> <p>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:</li> </ul> <ul style="list-style-type: none"> <li>- differentiate between latitudes and longitudes,</li> <li>- Calculate local time of places from Longitudes.</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 locality</li> </ul> <p><b>INSTRUCTIONAL MATERIALS :</b></p> <ul style="list-style-type: none"> <li>- Rock samples</li> <li>- Pictures of rock</li> <li>- Illustrative diagram</li> </ul>
12	<p><b>PLATEAUX / LOW LANDS</b></p> <ul style="list-style-type: none"> <li>- Meaning, types of plateaux, uses and disadvantages of mountains</li> <li>- Lowlands: Meaning, types (valleys , crust, plains) etc.</li> <li>- Importance and disadvantages of low lands.</li> </ul>	<p><b>TEACHER:</b> - Uses pictures and models to guide students to identify different mountains types</p> <ul style="list-style-type: none"> <li>-Takes students on guided tour of locality to observe highland and lowland in the locality</li> <li>- Initiate discussions on : <ul style="list-style-type: none"> <li>- characteristics of mountain types, types of lowland processes of formation,</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Importance and disadvantages etc</li> </ul> <p><b>STUDENTS:</b> Participate in guided tour to observe mountains and lowlands</p> <ul style="list-style-type: none"> <li>- Make models of mountains , lowlands</li> </ul> <p><b>INSTRUCTIONAL MATERIALS:</b> Atlas, Maps, sketches, pictures of lowlands, Models</p>
13	Revision	Revision
14	Examination	Examination

### GEOGRAPHY SS 1 SECOND TERM

WEEK	TOPIC/CONTENT	ACTIVITIES
1	The Environment :Weather and climate : <ul style="list-style-type: none"> <li>- Meaning of environment, types and importance</li> <li>- Definition of weather and climate and their differences</li> <li>- Elements of weather and their instruments used in recording them.</li> </ul>	<p><b>TEACHER:</b></p> <ul style="list-style-type: none"> <li>- Conduct outdoor activities for students to observe the environment</li> <li>- Guide class discussions on; classification of environment(physical, social, cultural</li> <li>- Recognize components of the environment into 3 major domains</li> <li>- Weather elements and their attributes</li> <li>- importance of weather on physical and human activities</li> <li>- Guides students to make measurements and keep weather records</li> <li>- Guides students to discussing factors affecting climate with examples.</li> </ul> <p><b>STUDENTS:</b> participate in guided tour to observe mountains, lowland</p> <ul style="list-style-type: none"> <li>- Make models of mountains, lowlands</li> <li>- Take weather measurements and keep weather records</li> </ul> <p><b>INSTRUSTRATION MATERIALS:</b> Illustrative diagram and sketches, Rain Guauge, Wind Vane, Barometer, Hygrometer etc</p>
2	<p><b>CLIMATE (CONTD.)</b></p> <ul style="list-style-type: none"> <li>- Attribute of climate (variability), aerial extents, decoration, etc,</li> <li>- Importance of weather.</li> </ul>	
3	<p><b>FACTORS AFFECTING CLIMATE:</b></p> <ul style="list-style-type: none"> <li>- Altitude, Latitude</li> <li>- Slope and aspect, continentality etc</li> </ul>	
4	<p><b>GOEGRAPHY OF NIGERIA:</b></p> <ul style="list-style-type: none"> <li>- Location, position, size and distance( Latitudes, longitudes, boundaries and neighbours)</li> </ul>	

	<ul style="list-style-type: none"> <li>- Political division of Nigeria(states and their capitals, local government and their headquarters.</li> </ul>	<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>
5	<p><b>NIGERIA CONT.</b></p> <ul style="list-style-type: none"> <li>- Relief- Highland And Low Lands</li> </ul> <p>Drainage –Major Rivers and their characteristics</p> <ul style="list-style-type: none"> <li>- Importance and problems of Nigerians rivers</li> </ul>	<ul style="list-style-type: none"> <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>
6	<p><b>NIGERIA CONT.</b></p> <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>	<p><b>STUDENTS:</b> calculate the area of Nigeria</p> <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> <p><b>INSTRUCTIONAL MATERIALS:</b> Atlas, political maps of Nigeria, Globe, illustrative diagrams and sketches.</p>
7	<p><b>POPULATION OF NIGERIA:</b></p> <ul style="list-style-type: none"> <li>- Definition, concepts and population distribution</li> <li>- Population structure and quality</li> <li>- Population movement(migration) and population data (census)</li> </ul>	<p><b>TEACHER :</b> Guides students to observe population structure and distribution.</p> <ul style="list-style-type: none"> <li>- Guides class discussions on:</li> </ul> <ul style="list-style-type: none"> <li>-Population, size, distribution and structure</li> <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> </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</li> </ul>

	<ul style="list-style-type: none"> <li>- Power resources(petroleum, gas, HEP, solar energy, etc. water resources: meaning ,types(river lakes, dams, seas, underground water</li> </ul>	<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> <li><b>STUDENTS:</b> Make record /report of resources found in their community</li> <li>-Identify and classify Nigeria's resources</li> <li>-Draw a map of Nigeria and insert various resources</li> <li><b>INSTRUCTIONAL MATERIALS:</b> <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> </li> </ul>
9	<b>RESOURCES OF NIGERIA CONTD.:</b> <ul style="list-style-type: none"> <li>- Vegetation resources; meaning and types of vegetation(Man and natural vegetation (e.g crops, government etc)</li> </ul>	<b>TEACHER:</b> Leads discussions on the meaning and types of vegetation and the importance of vegetation to man <b>STUDENTS:</b> Should be able to differentiate, giving examples, between 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</li> </ul> -Meaning, types and uses of maps,, and map scales . <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 cultural features</li> <li>- Relationship between physical and cultural features.</li> </ul>
2	<b>Interpretation of physical and cultural features:</b> <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>	<b>Students:</b> <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> <b>Instructional materials:</b> <ul style="list-style-type: none"> <li>- Maps, sketches, Ruler, Drawing paper slides</li> </ul>
3	<b>Transportation:</b> <ul style="list-style-type: none"> <li>- Definition, types/modern means of transportation(roads, rail, water, air, pipeline, etc</li> </ul>	<b>Teacher:</b> <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> <b>Student:</b> <ul style="list-style-type: none"> <li>- Sketch map of Nigeria showing rails, air transport</li> </ul> <b>Instructional Materials :</b> Maps, Atlas, Films, drawing paper.
4	<b>Industry :</b> <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>	<b>Teacher :</b> Guides students to <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 (lines for users, roads, rails, etc, points for bore holes, images etc)</li> <li>- Sources of GIS (maps, fieldwork, satellite, images, etc)</li> <li>- Importance of geo-referencing, geographic data and the GIS</li> </ul>	<p><b>Teacher</b> :</p> <ul style="list-style-type: none"> <li>- Explains concepts of GIS and Geographic data</li> <li>- Guides discussions on ; <ul style="list-style-type: none"> <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> </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 <ul style="list-style-type: none"> <li>- use GIS hardware e.g Digitizer, GPS, Computer etc</li> <li>- Initiate discussions on data types components of GIS, procedures etc</li> </ul> </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</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>- Initiates the discussion leading to ; <ul style="list-style-type: none"> <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> </ul> </li> </ul>

	<p>(characteristics, processes and features produced)</p> <ul style="list-style-type: none"> <li>- Middle course of a river (characteristics, processes of river transportation and features produced)</li> </ul>	<ul style="list-style-type: none"> <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 observe some of these landforms</li> </ul> <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>



		<b>Instructional Materials</b> : Films, Models, Annotated diagrams and sketches.
11	Revision	Revision
12	Examination	Examination

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

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

	ii. Advantages and disadvantages of the above economic systems	2. Learning materials: Relevant textbooks.
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 bonds.	1. Teacher to illustrate with examples from local economy quoted and unquoted business organisations. 2. Learning material; teacher to arrange a visit to any

		business location within the locality
5	<b>POPULATION</b> <ol style="list-style-type: none"> <li>Meaning of population in economics</li> <li>Determinants and implication of population, size and growth</li> <li>Theories of population e.g. Malthusian Theory, Demographic Transition theory etc.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to guide students to compare the populations of different countries within and outside Nigeria.</li> <li>Learning materials; charts and other relevant materials showing people, county, sex and occupation.</li> </ol>
6	<b>POPULATION</b> <ol style="list-style-type: none"> <li>Distribution of population: Geographical, Age, Sex and Occupational.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to guide students to compare the populations of different countries within and outside Nigeria.</li> <li>Learning materials; charts and other relevant materials showing people, county, sex and occupation.</li> </ol>
7	<b>POPULATION</b> <ol style="list-style-type: none"> <li>Importance and problems of census</li> <li>Rural – Urban migration</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to discuss the problems of conducting population census in Nigeria.</li> <li>Learning materials; Teacher to present census figures from the National population office to students.</li> </ol>
8	<b>LABOUR MARKET</b> <ol style="list-style-type: none"> <li>Concept of labour force</li> <li>Efficiency and mobility of labour force</li> <li>Factors affecting the size of labour force particularly the population characteristics (age, sex, occupation, education)</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to plot the labour participation rate against the growth rate of the population.</li> <li>Learning materials; Teacher to present census figures from the National population office to students.</li> </ol>
9	<b>THE NATURE OF THE NIGERIAN ECONOMY</b> <ol style="list-style-type: none"> <li>General overview and structure of Nigerian economy and its economic potentials</li> <li>Nature and structure of industries in Nigeria.</li> <li>Contributions of the primary, secondary and tertiary sectors.</li> </ol>	<ol style="list-style-type: none"> <li>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.</li> <li>Learning materials; Economic map of Nigeria.</li> </ol>
10	<b>AGRICULTURE</b> <ol style="list-style-type: none"> <li>Meaning of agriculture</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to encourage students to visit farms in their</li> </ol>

	ii. Components of agriculture, crop production, livestock, forestry, fishing. iii. Systems of agriculture (Cultivation methods) iv. Importance of agriculture to Nigeria economy	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	AGRICULTURE 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	MINING i. Components of the Nigerian mining industry ii. Minerals, types, use and locations.	1. Teacher to display maps showing the location of mineral deposits in Nigeria. Organise a visit to a mining or quarry site in the locality.

		2. Learning material; charts and maps.
3	<b>MEANING OF FINANCIAL INSTITUTION</b> <ol style="list-style-type: none"> <li>Meaning and segments of financial system</li> <li>Features of banking and non-banking financial institutions.</li> <li>Functions of each institution and its importance.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to organise an excursion to commercial banks, development banks and the stock exchange within their locality.</li> <li>Learning material; pass books, withdrawal booklets, share certificates, dividend warrants, prospectus of quoted companies etc.</li> </ol>
4	<b>MEANING OF FINANCIAL INSTITUTION</b> <ol style="list-style-type: none"> <li>Money and capital markets</li> <li>Benefits of capital markets</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to organise an excursion to commercial banks, development banks and the stock exchange within their locality.</li> <li>Learning material share certificates, dividend warrants, prospectus of quoted companies etc.</li> </ol>
5	<b>MONEY</b> <ol style="list-style-type: none"> <li>Definition of money</li> <li>Historical development of money</li> <li>Functions of money</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to guide students to discover the functions and qualities of a good money.</li> <li>Learning materials; coins, bank notes, cowries, commodity money etc</li> </ol>
6	<b>MONEY</b> <ol style="list-style-type: none"> <li>Types of money (including credit card, value card, other ICT aided payment instruments)</li> <li>Characteristics of money</li> <li>Qualities of a good money</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to guide students to discover the qualities of good money and benefits of a cashless economy over money and barter economies.</li> <li>Learning materials; ATM cards, Credit cards etc.</li> </ol>
7	<b>CHANNELS OF DISTRIBUTION</b> <ol style="list-style-type: none"> <li>Channels and process of distribution</li> <li>Roles of Wholesaler</li> <li>Roles of Retailer</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to introduce the various channels of distribution and their roles to students within their locality.</li> <li>Learning materials; charts showing channels of distribution.</li> </ol>
8	<b>CHANNELS OF DISTRIBUTION</b> <ol style="list-style-type: none"> <li>Roles of Cooperatives</li> <li>Roles of Government Agencies in product distribution</li> <li>Problems of distribution and ways of improvement.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher to guide students in discovering the roles played by cooperatives and government agencies in the various channels of distribution. .</li> </ol>

		2. Learning materials; charts showing channels of distribution.
9	<b>INSTRUMENTS OF BUSINESS FINANCE</b> 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	<b>INSTRUMENTS OF BUSINESS FINANCE</b> 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	<b>INSTRUMENTS OF BUSINESS FINANCE</b> 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

## ENTREPRENURAL SUBJECTS

### DATA PROCESSING

#### SS 1 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>	i. Definition of digitalization

	Definition History of computer development	<ul style="list-style-type: none"> <li>ii. Explain process of digitalization (how data is changed to machine code)</li> <li>iii. Explain history of computer development e.g. Abacus, Pascal, Babbage, Hotterith and Eniac.</li> </ul>
4	<b>Digitalization of data</b> Types of computers Components of computers	<ul style="list-style-type: none"> <li>i. List and explain types of computers e.g. mainframe, laptops etc</li> <li>ii. Name and explain computer components</li> <li>iii. Input devices e.g. keyboard</li> <li>iv. Processing device e.g. CPU</li> <li>v. Output device e.g. Visual Display Unit (VDU)</li> <li>vi. 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	<p><b>Definition of information processing</b> State the procedures for information processing</p> <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	i. Definition of information transmission ii. List and explain method of transmitting information e.g. newspaper, radio, telephone, television etc
11	<b>Medium of information transmission</b> Types of medium for transmission and receiving information Classify information by means of transmission and mode of receiving	<b>Name types of medium of information transmission</b> - Wireless e.g. Bluetooth, infrared - Satellite e.g. internet - Cable e.g. cable TVs - Radio waves e.g. Radio station
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	i. Definition of operating system ii. States types of operating system
2	<b>Operating system</b> Examples of operating system Function of operating system	i. Gives example of operating system ii. Outlines the function of an operating system iii. Listen to teacher explanation
3	<b>Word processing</b> Uses of word processing software Example of word processing software	i. Define word processing ii. State the uses of word processing software iii. List the examples of word processor (micro soft word)
4	<b>Exploring the word window</b> Load and exit Ms word Component of the word window Create and save new document	i. Start Microsoft word ii. Name the components iii. Create a new document and save it. Instructional Resources Computer set, ms office software
5	<b>Editing a document</b> Open an existing document	i. Open an existing document

	Correct errors	<ul style="list-style-type: none"> <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> Modify text font and size Align text Indent paragraph Insert headers and footers	<ul style="list-style-type: none"> <li>i. Modifying text font and size</li> <li>ii. Aligning text in document</li> <li>iii. Indenting paragraph and modifying line spacing</li> <li>iv. Inserting headers and footers</li> </ul> <b>Instructional resources</b> Computer system, projector with screen, ms office software.
7	<b>Working with table</b> Tables and its functions Create tables Format tables	<ul style="list-style-type: none"> <li>i. Define tables and states its functions</li> <li>ii. Create table using insert and draw method</li> <li>iii. Formatting tables</li> </ul> <b>Instructional resources</b> Computer system, projector with screen, Ms Office Software
8	<b>Working with graphics</b> Using insert tab Working with shapes and Smart Art	<ul style="list-style-type: none"> <li>i. Inserting pictures, clip art, Word Art and charts using the insert tab</li> <li>ii. Inserting shapes and working with Smart Art graphic</li> </ul> <b>Instructional resources</b> Computer system, projector with screen, Ms Office Software
9	<b>Spreadsheet</b> Uses of Spreadsheet Examples of Spreadsheet	<ul style="list-style-type: none"> <li>i. Definition of spreadsheet</li> <li>ii. States the uses of spreadsheet</li> <li>iii. Give the examples of spreadsheet package</li> </ul> <b>Instructional resources</b> Computer set, interactive training CD
10	<b>Spreadsheet</b> Component of spreadsheet	<ul style="list-style-type: none"> <li>i. Load ms – excel software</li> <li>ii. Show them the components of Ms Excel (worksheet, workbook, cell, cell range name box, formula bar etc)</li> </ul> <b>Instructional Resources</b> Ms excel software, computer set
11	Revision	Revision
12	Examination	Examination

## DATA PROCESSING

### SS I THIRD TERM

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 spread sheet</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	<ol style="list-style-type: none"> <li>Define database, and database management system</li> <li>State uses or application areas of database</li> <li>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> </li> <li>Give examples of Database Management System oracle, access, SQL server etc</li> </ol> <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	<ol style="list-style-type: none"> <li>Open Ms access and navigate the environment to show different components</li> <li>Name and explain all the data types: text, memo etc. open north wind in local template practice loading and exiting Ms access</li> </ol> <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 view</li> </ul>	<ol style="list-style-type: none"> <li>Define all the access object and show them samples from the system</li> <li>Create access table in design view inserting fields and declaring their data types</li> <li>Students should practice creating table</li> </ol> <b>Instructional Materials</b> Computer set, Ms access software
10	<b>Computer ethics</b> Computer room management ethics Laboratory rules and regulations	<ol style="list-style-type: none"> <li>Explain computer room management ethics.</li> <li>List and explain laboratory rules and regulations</li> </ol> <b>Instructional Materials</b>

		Charts of an ideal computer room / laboratory
11	<b>Safety measures</b> <ol style="list-style-type: none"> <li>Sitting arrangement</li> <li>Positioning of monitor base</li> <li>Illuminating the computer room</li> <li>Maintaining adjust free environment</li> <li>Keep liquid away from the computers</li> </ol>	<ol style="list-style-type: none"> <li>State adequate sitting arrangement in a computer room</li> <li>Demonstrate how to position the monitor base</li> <li>Explain the necessity of illuminating the computer room and keeping liquid away from the computers</li> <li>Explain how to maintain dust free environment</li> </ol> <b>Instructional resources</b> Charts, pictures
12	Revision	Revision
13	Examination	Examination

### ANIMAL HUSBANDERY SS1 SS 1 FIRST TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1.	Introduction to Animal Husbandary	<ol style="list-style-type: none"> <li>Define Animal Husbandary</li> <li>Explain Farm Animal</li> <li>Economic importance of Farm Animals</li> <li>Scope of Animal Husbandary</li> </ol>	<ol style="list-style-type: none"> <li>The teacher leads the classroom discussion .</li> <li>Teacher provides pictures/ videos of livestock farm.</li> </ol>
2.	Classification of farm animals	Classification based on Nutrition <ol style="list-style-type: none"> <li>Ruminants- (a) Big ruminant eg. Cattle b. small ruminant eg. Sheep, goats.</li> <li>Non- Ruminant eg. Poultry, pig, rabbit, horses/ donkeys, snail, bees, grass cutter</li> </ol>	<ol style="list-style-type: none"> <li>The teacher displays live farm animals.</li> <li>Students observe live farm animal and classify them.</li> </ol>
3.	Parts, organs and functions in farm animals	I. Parts and organs of farm animals - Digestive systems, Respiratory system, Nervous systems, Circulatory systems.	<ol style="list-style-type: none"> <li>The teacher dissects lives farm animals in the laboratory</li> <li>Students identify the various organs.</li> </ol>

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 lives 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 lives 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 lives 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 organs in the laboratory	i. The teacher dissects lives farm animals in the laboratory ii. Students identify the various organs.
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	i. Students to make collection of snails and

		ii. Skeletal system of honey bee	<p>preserve them in the laboratory</p> <p>i. Students to make a collection of honey bees and honey comb.</p> <p>ii.</p>
11	Practical on organs of farm animals	Visit to abattoir to identify internal organs of farm animals	<p>i. Teacher demonstrates the preservation of farm animal organs in the laboratory</p> <p>ii. Students are to preserve animal specimens collected during their visit to abattoir.</p>
12	Revision	Revision	Revision
13	Examination	Examination	Examination

### ANIMAL HUSBANDRY SS I SECOND TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	LIVESTOCK REPRODUCTION	<p>i. Explain the term livestock reproduction</p> <p>ii. Definition of terms in livestock reproduction e.g. ovulation, oestrus cycle, heat period, mating, gestation, parturition, lactation.</p>	<p>i. Teacher guides the classroom discussion</p> <p>ii. Teacher displays pictures &amp; charts.</p>
2	REPRODUCTION PROCESS OF LIVESTOCK	i. Reproduction process in ruminants e.g. cattle, sheep & goat.	<p>i. Teacher guides the classroom discussion</p> <p>ii. Teacher displays pictures &amp; charts.</p>
3	REPRODUCTION PROCESS OF LIVESTOCK	i. Reproduction process in poultry with emphasis on e.g. formation.	<p>i. Teacher displays incubator for students to observe</p> <p>ii. Students to carry out incubation of eggs in the school farm.</p>

4	REPRODUCTIVE HORMONEYS	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 animals in the school farm for pregnancy iii. Detection of gestation period of goat, sheep, cattle, pig, rabbit etc.	i. The teacher displays a live pregnant female farm animal for students to observe. ii. Students to monitor pregnant farm animals till parturition.
7	MANAGEMENT PRACTICES OF PREGNANT FARM ANIMALS	i. Management of Pregnant farm animal include:- - Regular feeding - Adequate feeding - Steaming up - Adequate body exercise - Separation from male animals - Provision of clean & adequate water - Administration of drugs where necessary.	i. The teacher guides the classroom discussion
8.	PRACTICAL ON MANAGEMENT PRACTICES OF PREGNANT FARM ANIMALS	i. Visit to an established and standard farm ii. Students to manage pregnant farm animals in the school farm iii. Students to keep records of events from pregnancy to parturition.	i. Teacher demonstrates the care of pregnant farm animal ii. Students to submit their farm animal record book



9.	PRACTICAL ON PARTURITION	i. Teacher to provide videos of farm animal giving birth. ii. Students to visit established farm to witness parturition in farm animal iii. Detection of signs of approaching parturition.	i. Students to visit established farm to witness parturition in farm animals or watch a video of parturition in farm animal
10.	CARE OF THE YOUNG ANIMAL IMMEDIATELY AFTER BIRTH	i. Foetus expulsion/cleaning up ii. Naval cord cutting iii. Access to colostrums iv. Lactation	i. The teacher demonstrates the care of the young farm animal immediately after birth. ii. Students to participate in the care of the young farm animals.
11	Revision	Revision	Revision
12	Examination	Examination	Examination

### ANIMAL HUSBANDRY SS I THIRD TERM

WEEK	TOPIC	CONTENT	ACTIVITIES
1	LIVESTOCK MANAGEMENT SYSTEM	i. Explain the concept of livestock management ii. Outline the livestock management system.	I). The teacher directs the classroom discussion II). Teacher displays pictures of livestock management systems III). Student to visit established farm
2	Intensive management system	i. Advantages of intensive management ii. Disadvantages of intensive management	I). The teacher directs the classroom discussion II). Teacher displays pictures of livestock management systems III). Student to visit established farm
3	Semi-intensive management system	i. Advantages of Semi-intensive management system ii. Disadvantages of Semi-intensive	I). The teacher directs the classroom discussion II). Teacher displays pictures of livestock management systems III). Student to visit established farm

		management system	
4	Extensive management system	i. Advantages of Extensive management ii. Disadvantages of Extensive management	I). The teacher directs the classroom discussion II). Teacher displays pictures of livestock management systems III). Student to visit established farm
5	Management practices in livestock	i). Management practices of ruminants (goats, sheep, cattle, cattle) e.g. - Housing, feeding, sanitation, castration, dehorning, tattooing, ear notching, deworming, vaccination and culling	i). Teacher directs classroom discussion ii). Teacher demonstrates feeding, castration, dehorning, 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	i). Students are assigned to manage goat, sheep, cattle in the school farm	i). Students are assigned to manage goat, sheep, cattle etc.

	practices of ruminant	ii). Students to keep records of animals in the school farm	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