

ENGLISH STUDIES
JS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
READING							
1	Reading for maximum retention and recall	Students should be able to: 1. preview passages. 2. read carefully a given passage.	1. Reading strategies e.g. preview, question, recite, recall, and review. 2. Reading from passages.	1. Explains the need for, and value of a flexible reading strategy, which allows for previewing, intensive or concentrated reading, repeated reading and active recall of information. 2. Shows students how to apply some reading strategies adopted for use in schools.	1. Preview the reading materials by reading the main ideas which have been developed or amplified. 2. Read the given passage	1. Passages 2. Magazines and newspaper cuttings 3. Recommended and supplementary text books	Students to: 1. preview passages correctly. 2. correctly read a given passages
	WRITING Writing to highlight main and supporting ideas	Students should be able to: 1. read through a topic; 2. jot down main and supporting ideas as they occur	1. Story or passage highlighting main and supporting ideas	1. Presents story or passage to students. 2. Exemplifies outlines using the story or passage 3. Leads the students to identify main and supporting ideas	1. Read the story or passage provided. 2. Identify the outline of story on passage 3. Write down the main and supporting idea	1. Model essays 2. Story books 3. Passages 4. Feature articles on contemporary issues 5. Textbook and course books on other subject areas	Students to: 1. read given materials accurately; 2. jot down appropriately main and supporting ideas.

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	LISTENING AND SPEAKING General Introduction to speech	Students should be able to: 1. identify and list organs of speech production. 2. describe the process of speech production. 3. listen to and produce different sounds (vowels and consonants).	1. A diagram showing the mouth which comprises the tongue, teeth and lips (speech organs). 2. Words, phrases, sentences should form the content for highlighting sounds.	1. Identifies and produces materials for the correct pronunciation of sounds. 2. Emphasizes the correct articulating movements of the speech organs in the pronunciation of specific sounds.	1. Listen to the teacher and imitate the production of sounds. 2. Practice the articulation of the sounds emphasized by the teacher.	Picture chart 2. Recorded materials e.g. audio and video tapes 3. Newspapers, magazine, cuttings.	Students to: 1. describe the process of speech production. 2. identify and list organs of speech production. 3. identify correctly and produce selected consonants and vowels sounds.
	Grammatical Accuracy Nouns	Students should be able to: 1. define nouns. 2. identify the features of nouns. 2. state the use of articles with nouns.	1. Different passages highlighting nouns 2. Sentences highlighting nouns	1. Leads the students to define nouns. 2. Explains the features of nouns 3. Guides students to make sentences with nouns using articles.	1. Listen attentively to the teacher. 2. Read materials given by the teacher. 3. Define nouns 4. Identify and give the features of nouns 4. Make sentences with nouns.	1. Various passages 2. Course book 3. Pictures and drawings.	Students to: 1. define nouns correctly. 2. identifying the features of nouns 3. make sentences with nouns using articles.

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1	LITERATURE Introduction to literature I	Students should be able to: 1. define literature. 2. identify features of literature. 3. identify features of oral literature.	1. Literature as a concept. 2. Types of oral literature.	1. Explains literature to the students. 2. Leads students to give examples of the types of oral literature.	1. Listen to the teacher definition and explanation of literature. 2. Explain oral literature and it's categories.	1. Course book. 2. Story books on folktales, myths and legends. 3. Other relevant resources.	Students to: 1. define literature. 2. identify literature and its two major categories of oral and written. 3. narrate some folktales or songs as examples of oral literature.
READING							
2	Reading for maximum retention and recall	Students should be able to: 1. read passages. 2. recall salient points in a given passage. 3. review the passage.	1. Reading from passages for maximum recall on: - diet and nutrition, including addition of nutrients, like vitamin A in sugar and iodine in salt.	1. Selects appropriate passages and materials. 2. Asks students to read selected passages and materials in class. 3. Explains the meaning of reading for maximum recall.	1. Read the passage. 2. Recall mentally or record notes on the salient points or main ideas. 3. Reread the given passage and the relevant questions for maximum retention and recall.	1. Passages 2. Selections from other subject areas. 3. Recommended text/supplementary readers.	Students to: 1. correctly read given passages. 2. recall correctly salient points in passages given 3. review passages.

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	WRITING Writing to highlight main and supporting ideas in paragraphs	Students should be able to: 1. read through a topic 2. arrange the ideas in a logical sequence. forming paragraphs. 3. write appropriate introduction and effective conclusion.	A story or passage. 1. Arrangement of ideas in logical sequence with introduction and conclusion.	1. Presents story or passage. 2. Leads students to re-arrange all the ideas in a logical sequence. 3. Leads students to identify appropriate introduction and conclusion for selected topics.	1. Read the story or passage provided. 2. Arrange ideas in a logical sequence forming paragraphs. 3. Write appropriate introduction and conclusion on selected passages based on the outline.	1. Model essays 2. Story books 3. Passages 4. Feature articles on contemporary issues. 5. Textbooks, course books on other subject areas.	Students to: 1. read given materials accurately. 2. arrange correctly the ideas in logical sequence. 3. write correctly appropriate introduction and conclusion.

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	LISTENING AND SPEAKING Production of vowel and consonant sounds in passages	Students should be able to: 1. re-tell what they have listened to; 2. explain key words and expressions on what they have listened to:	1. Vowels and consonant sounds. 2. Listening to speeches based on the following -The family -The school - Places of worship -Consumer, market and society. -Transportation -epidemics, e.g. HIV? AIDS, malaria, polio, tetanus, etc.	1. Reads materials on topics under content column. 2. Leads discussion on selected topic under content. 3. Develops and organizes students for play-lets on selected topics.	1. Listen to the teacher's reading of selected materials. 2. Discuss the selected topics with the teacher. 3. Participate in play lets on selected topics	1. Story books 2. Magazines and newspaper cuttings on relevant topics. 3. Course book	Students to: 1. re-tell the stories/speeches they have listened to. 2. explain some keywords and expressions.
	GRAMMATICAL ACCURACY NOUNS	Students should be able to: 1. list to the types of nouns. 2. explain types of nouns with examples 3. make sentences with nouns	1. Different passages highlighting nouns 2. Sentences highlighting nouns	1. Explains the different types of nouns e.g. proper, common, concrete, etc. 2. Guides students to identify such nouns from given passages and sentences. 3. Leads students to make sentences with nouns	1. Listen attentively to the teacher. 2. Read materials given by teacher. 3. Explain types of nouns with examples: 4. Make sentences with types of nouns.	1. Various passages 2. Course book 3. Pictures and drawings	Students to: 1. list the types of nouns. 2. explain correctly the types of nouns. 3. generate appropriate sentences using nouns.

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	Introduction to Literature 2	Students should be able to: 1. identify features of written literature. 2. explain literature as a carrier of language and culture.	1. Literature pieces 2. Categories of written literature. 3. The ways literature reflects different aspects of culture.	1. Explains literature to the students. 2. Leads students to give examples of types of written literature. 3. Leads students to distinguish the basic devices of literary composition.	1. Listen to the teacher's explanation on literature. 2. Explain written literature and its categories. 3. Identify the various ways literature reflects the moral values of the society.	1. Course book 2. Short story books from different places in the country and outside. 3. Recorded audio/video tapes of tales, story sessions, drama and poetry readings.	Students to: 1. identify features of written literature. 2. discuss literature as a carrier of language and culture. 3. re-tell some short stories narrated in books or novels.
3	READING						
	Reading for main ideas	Students should be able to: 1. identify main ideas from given passages 2. differentiate between main and supporting ideas from a given passage	1. Identifying main ideas in a given passage-a passage relating to auto-mobiles. 2. Positioning of main ideas in given passage; beginning, middle or end	1. Selects a passage relating to auto-mobiles (road safety) 2. Guides students to read and re-read the passage. 3. Guides students to identify main ideas	1. Read and re-read the passage. 2. Work in pairs or groups to identify main ideas. 3. Write main ideas in exercise books	1. Selected passage from the subject area on automobiles 2. Pictorial aids. 3. Course book	Students to: 1. identify accurately main ideas. 2. differentiate between main and supporting ideas.

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	WRITING Composition Writing	Students should be able to: 1. identify the various types of composition writing 2. list the elements of composition	1. Types of composition - narrative - descriptive - argumentative - expository 2. Elements of composition: - Introduction - body, - conclusion and stages of writing	1. Guides students to identify the different types of composition in groups or as a whole class. 2. Leads students to list the elements of composition. 3. Gives notes to students on the various types of composition	1. Identify different types of composition writing. 2. List the elements of composition	Selected topic stories, passages, course books, supplementary readers	Students to: 1. identify correctly various types of composition. 2. list the elements of composition
	LISTENING AND SPEAKING Speeches: Production of vowel and consonant sounds in passages	1. answer questions on what they have listened to. 2. summarize what they have listened to.	Listening to speeches based on the following: - safety on the roads - corruption - tribalism - drug abuse - child labour and trafficking	1. Reads materials on topics under context column. 2. Presents recorded materials for more discussion. 3. organizes debates for the students.	1. Listen to teacher's reading of selected materials. 2. Listen to recorded materials and ask questions. 3. Participate in debates	1. Story books 2. Magazines and newspaper cuttings on relevant topics. 3. Other resources e.g. recorded tapes radio broadcast, etc.	Students to: 1. answer questions on what they have listened to. 2. summarize stories/passages presentations.

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	GRAMMATICAL ACCURACY Noun Phrases	Students should be able to: 1. identify the features of noun phrases in a given sentences or passage 2. make sentences with noun phrase	Passages and sentences highlight noun phrases	1. Reads passage and sentences to students 2. Leads them to identify noun phrases in the passage 3. Guides students to make sentences using noun phrases.	1. Listen attentively to the teacher. 2. Read materials provided by the teacher 3. Make sentences with non phrases in their exercise books	1. Passages 2. Course book 3. Pictures and drawings	Students to: 1. identify noun phrases in given sentences or passages 2. generate appropriate sentences using noun phrases.
	LITERATURE Introduction to folktales I	Students should be able to: 1. identify features of folktales 2. retell folktales 3. explain the themes of folktales	1. African and non African tales. 2. Features and themes	1. Tells folktales to students. 2. Leads students to retell stories 3. Leads students to identify the features and theme of folktales	1. Listen to and retell folktales 2. Explain folktales 3. Identify the features and themes of folktales	1. Story books on folktales 2. supplementary readers 3. recorded folktales 4. narrative folktales	Students to: 1. identify correctly features of folktale 2. retell folktale 3. explain the themes of folktales

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4	READING						
	Reading for main ideas	Students should be able to: 1. extract the main ideas from given passages. 2. differentiate between main and supporting ideas form a passage	1. Main ideas from selected passages .e.g prose, poems that may vary in theme, scope and content. 2. Differentiating between main and supporting ideas in a given passage	1. Selects appropriate passages and materials. 2. Guides students to read and re-read the passage. 3. Guides students to identify main ideas. 4. Explains the relative positions of main ideas sentences in passages	1. Pay attention and practice with examples given. 2. Read selected passages and materials provided. 3. Practice main idea identification from the text 4. Practice and ask questions.	1. Magazines and newspaper cuttings. 2. Recommended texts 3. Supplementary readers. 4. Other resources	Students to: 1. extract main ideas accurately. 2. differentiate between main and supporting ideas.
	WRITING Guided composition Writing – Telling a story	Students should be able to: 1. jot down main and supporting ideas. 2. arrange ideas generated in logical sequence. 3. write a short narrative essay	1. Arrangement of ideas in logical sequence. 2. Development of outline to full.	1. Guides students to re-arrange ideas generated in logical sequence. 2. Leads students to produce a first draft; introduction, body, conclusion.	1. Re-arrange ideas they generated in logical sequence. 2. Produce and review the draft: introduction, body and conclusion 3. Write a composition.	1. Passages 2. course books 3. supplementary readers	Students to: 1. generate main and supporting ideas 2. arrange ideas in logical sequence. 3. write a narrative essay.

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	LISTENING AND SPEAKING Vowel sounds (long and short vowels)	Students should be able to: 1. identify long and short vowels in given sentences. 2. listen to and produce different speeches with reference to long and short vowel sounds.	Sentences, paragraphs, passages, plays, poems should form the content for highlighting the sound involved. 2. long and short vowels e.g. sleep/slip, port/pot, leave/live, these/this, sport/spot, cord/cod, forks/fox	1. Identifies and produces materials for the correct pronunciations of the target sounds in context. 2. Emphasizes the correct articulatory moments in the pronunciations of the sounds	1. Listen to the teacher and imitate the production of the sounds in context. 2. Practice the articulation of the sounds emphasized by the teacher in context.	1. Recorded materials e.g. audio and video tapes. 2. Newspaper/magazines. 3. Supplementary readers.	Students to: 1. identify correctly, long and short vowels in sentences. 2. produce different speeches with reference to long and short vowel sounds.
	GRAMMATICAL ACCURACY Vocabulary Development (The Family)	Students should be able to: 1. mention words associated with the family 2. write effectively about activities connected with family life.	1. Sentences, paragraphs, passages should form the content 2. Family relations uncle, nephew, sister-in-law, niece, ancestor, fiancée - Things in the home: wares, hearth, pantry, -Activities within the family: courtship, marriage, divorce, etc.	1. Selects suitable paragraphs and passages 2. Uses a family diagram to explain the difficult relations such as cousin, nephew, and aunt. 3. Leads students to write about some family activities in the home.	1. Mention the different kinds of people in the family 2. Explain in their own words the meaning of a particular relationship. 3. Works on a passage related to family in the class.	1. Family tree diagram 2. Supplementary text. 3. Course book. 4. Pictures of objects in the home.	Students to 1. mention words associated with family life. 2. write correctly about activities connected with family life.

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	LITERATURE Introduction to folktales 2	Students should be able to: 1. identify the moral lessons to be learnt from folktales. 2. narrate folktales	1. African and Non-African tales. 2. Didactic lessons. 3. Entertainment 4. Magical features	1. Leads students to identify the moral lessons in tales. 2. Leads students to dramatize the folktales	1. Identify the features of folktales 2. Dramatize the folktales 3. Narrate folktales	1. Story books on folktales 2. Supplementary readers 3. Recorded folktales Narrate folktales	Students to: 1. identify moral lessons learnt 2. narrate folktales
5	READING						
	Reading for supporting ideas	Students should be able to: 1. identify supporting ideas in selected passages 2. identify key words and expressions that signal details	1. Identifying main and supporting ideas in a given passage 2. Differentiating between main and supporting ideas in a given passage	1. Selects a passage relating to road safety. 2. Guides students to read and re-read the passage. 3. Guides students to identify supporting ideas in the passage	1. Read and re-read the passage 2. Work in pairs or groups to identify supporting ideas in assigned paragraphs. 3. Write supporting ideas in exercise books	1. Selected passages on road safety 2. course book 3. Recommended texts. 4. Selection from other subject areas.	Students to: 1. identify accurately supporting ideas from passages 2. identify correctly key words and expressions that signal details.

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	WRITING Continuous Writing (Narrative)	Students should be able to: 1. express themselves concisely and accurately through a few paragraphs of narrative composition 2. write punctuated sentences for a narrative composition	1. Narrative composition – a few paragraphs on memorable events, incidents and experiences e.g. My first Day at School. 2. Well punctuated sentences, tenses mostly in the past.	1. Stresses the importance of the correct usage of punctuation, simple past sentences, etc. 2. Guides students to develop paragraphs and link them together.	1. Listen attentively to what is being taught. 2. Write two or three paragraphs which should be connected.	1. Passages 2. Supplementary readers 3. Stories	Students to: 1. express themselves accurately through a few paragraphs. 2. write correct, well punctuated sentences for a narrative composition
	LISTENING AND SPEAKING Speeches (consonant sounds)	Students should be able to: 1. identify consonant sounds in given sentences and passages 2. listen to and produce different speeches with reference to consonants	1. Sentences, paragraphs, passages, plays should form the content for highlighting the sounds involved. 2. Consonants e.g. Back/pack, pull/fool, Goat/toad, road/load, things/tins, thought/taught, then/den, fox/box, voice/boys	1. Identifies and produces materials for correct pronunciation of the target sounds in context. 2. Emphasizes the correct articulator movements in the pronunciation of the sounds.	1. Listen to the teacher and imitate the production of the sounds in context. 2. Practice the articulation of the sounds emphasized by the teacher in context	1. Recorded materials .e.g. audio and video tapes. 2. Newspaper/ magazines. 3. Supplementary readers containing passages on: The family The school, places of worship, etc.	Students to: 1. identify correctly consonant sounds occurring in given materials. 2. produce different speeches with reference to consonant sounds.

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	GRAMMATICAL ACCURACY Pronouns	Students should be able to: 1. define pronoun 2. identify the features of pronouns 3. make sentences with pronouns	1. Different passages highlighting the pronoun. 2. Sentences highlighting pronouns	1. Leads students to define pronoun 2. Explains the features of pronouns 3. Guides students to make sentences with pronouns.	1. Listen attentively to the teacher. 2. Read materials provided by the teacher. 3. define pronouns 4. identify pronouns in sentences 5. Make sentences with pronouns.	1. Various passages 2. course book 3. recommended text	Students to: 1. define pronoun 2. identify the features of pronouns 3. make sentences with pronouns.
	LITERATURE Introduction to myths and legends	Students should be able to: 1. identify the features of myths and legends 2. explain the themes of myths and legends 3. retell myths and legends	1. African and Non-African tales comprising myths and legends. 2. Features/themes of myths and legends - magic - supernatural - superstition	1. Narrates myths/legends to students 2. Leads students to retell myths/legends 3. Guides students to explain the themes and features of some myths and legends.	1. Retell myths/legends. 2. Explain myths and legends. 3. Identify the themes and features of myths and legends	1. Supplementary books 2. Story books on myths and legends. 3. Course book 4. Other relevant resources	Students to: 1. identify two features of myths/legends 2. explain the themes of myths and legends. 3. retell myths and legends.

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6	READING						
	Reading for supporting ideas	Students should be able to: 1. identify supporting ideas in selected passages. 2. identify key words and expressions that signal details	1. Identifying main and supporting ideas in a given passage. 2. Differentiating between main and supporting ideas in a given passage.	1. Selects a passage to be read in class. 2. guides students to read and re-read the passage. 3. Guides students to identify supporting ideas in the passage.	1. Read and re-read the passage. 2. Work in pairs or groups to identify supporting ideas in assigned paragraphs. 3. Write supporting ideas in exercise books.	1. Selected passages from course book. 2. Selection from other subject areas.	Students to: 1. identify accurately supporting ideas from passages 2. identify correctly key words that signal details.
	WRITING Continuous Writing (Narrative)	Students should be able to: 1. jot down main and supporting ideas as they occur. 2. arrange the ideas in a logical sequence. 3. write punctuated sentences for a narrative composition.	1. Narrative composition – a few paragraphs on memorable events, incidents and experiences .e.g A day I will never forget. 2. Well punctuated sentences, tenses mostly in the past.	1. Exemplifies outlines using a story or passage. 2. Guides students to develop paragraphs and link them together.	1. Listen attentively to what is being taught. 2. Jot down main and supporting ideas. 3. Arrange ideas in logical sequence forming a narrative.	1. Passages 2. Supplementary readers. 3. Stories	Students to: 1. read given material. 2. jot down ideas as they occur. 3. arrange ideas in logical sequence 4. write a narrative composition.

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	LISTENING AND SPEAKING The vowel sounds /i/ and /i/	Students should be able to: 1. identify vowel /i/ and /i/ 2. produce the vowels correctly. 3. differentiate between the vowels knowing that /i:/ is a long vowel and /i/ is a short vowel sound.	1. Listening to sentences or short passages where the vowels are highlighted. 2. Long and short vowel sounds e.g. seat/sit, pool/pull, fool/full, sleep/slip	1. Identifies and produces materials for correct pronunciation of the vowels. 2. Emphasizes the correct articulator movements in the pronunciation of the sounds.	1. Listen to and imitate the production of the sounds. 2. Practice the articulation of the sounds.	1. Recommended text. 2. Course book. 3. Prepared drills involving charts and cards.	Students to 1. identify correctly the vowels /i:/, /i/. 2. produce the vowels correctly. 3. differentiate between the long vowel and short vowel.
	GRAMMATICAL ACCURACY Verbs	Students should be able to: 1. define verbs 2. identify verbs in sentences and passages 3. make sentences with verbs	1. Sentences highlighting verbs 2. short passages highlighting verbs	1. Leads the students to define verbs 2. Explains the features of verbs. 3. Guides students to make sentences with verbs	1. Listen attentively to the teacher. 2. Read materials provided by the teacher 3. Identifying and give the features of verbs. 4. make sentences with verbs	1. Passages 2. Recommended text 3. Pictures and drawings. 4. Sentence strips	Students to: 1, define verb 2. identify correctly, verbs in sentences and passages 3. make sentences with verbs.

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	LITERATURE Myths and Legends	Students should be able to: 1. identify the moral lesson to be learnt from myths and legends 2. narrate any myths and legends	1. African and Non-African tales comprising myths and legends 2. Features/themes of myths and legends. - magic - superstition - supernatural	1. Narrates myths and legends to students 2. Leads students to retell myths and legends 3. Guides students to identify their moral lessons. 4. Guides them to narrate some myths and legends	1. Retell myths and legends. 2. Identify the themes and features. 3. Identify moral lessons. 4. Narrate myths and legends	1. Supplementary books. 2. Story books on myths and legends 3. Recommended short stories 4. course book 5. other relevant resources	Students to: 1. retell and explain the themes of myths/legends 2. identify moral lesson learnt 3. narrate any myths and legends in their communities
7	READING						
	Reading to answer specific questions	Students should be able to: 1. read selected passages 2. answer specific questions.	1. Reading and answering specific questions that address questions on issues highlighting - knowledge level - translation level - interpretation level.	1. Selects suitable contemporary passages. 2. Draws suitable comprehension questions from selected passages. 3. Questions drawn should cover all levels of comprehension e.g. where, when, how, when.	1. Read selected materials on contemporary issues. 2. Respond to teachers' questions on passages read. 3. Answer questions on all levels of comprehension.	1. Recommended text. 2. Supplementary readers. 3. Selections from other subject areas. 4. Newspapers and magazines.	Students to: 1. read selected passages. 2. answer specific questions drawn from the passages.

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	WRITING Continuous Writing (Descriptive)	Students should be able to; 1. express themselves accurately through descriptive types of composition. 2. write punctuated sentences on a descriptive composition	1. A few paragraphs on the description of some objects in the house, the school, the streets, etc. 2. A few paragraphs on description of people e.g. My Best Friend.	1. Discuss the language devices most appropriate for descriptive essays. 2. Guides students to develop paragraphs on descriptive essays. 3. Stresses the use of well punctuated sentences in the past or present.	1. Listen attentively to the teacher. 2. Produce a draft: introduction, body and conclusion. 3. Review the draft 4. Write a descriptive essay on topic given	1. Selected topics: 2. passages\ 3. Supplementary readers. 4. feature articles.	Students to: 1. express them accurately through descriptive type of essay. 2. write well punctuated sentences on a given descriptive essay topic.
	LISTENING AND SPEAKING Spoken English The vowel /e/	Students should be able to : 1. identify the vowel /e/ 2. produce the vowel correctly	1. Listening to sentences or short passages where the vowel can be found. 2 Note: /e/ is represented in different forms = e, ea, a, ai ue, ie as in: pen, read, any, said, friend	1. Produces materials for correct pronunciation of the vowel. 2. Emphasizes the correct articulatory movements in the pronunciation of the sound.	1. Listen to and imitate the production of the sound. 2. Practice the articulation of the sound 3. Repeat after the teacher during drills	1. Recommended text. 2. Course book 3. prepared drills involving charts and cards	Students to: 1. identify the vowel /e/ correctly. 2. produce the vowel correctly.

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	GRAMMATICAL ACCURACY Verbs	Students should be able to: 1. list some verbs 2. give the past and past participle forms of verbs 3. make sentences using different forms of verbs	Regular verbs form their past participle forms by adding-ed to the simple form, while irregular verbs have different ways of forming theirs e.g. call – called – called eat – ate – eaten	1. Explains the different ways verbs form their past participle forms. 2. Guides students to give the past and past participle form of regular and irregular verbs.	1. Listens attentively to the teacher. 2. Mention examples of verbs 3. Read materials provided by the teacher	1. Recommended text 2. Passages 3. Course book 4. Sentences strips	Students to: 1. give examples of verbs. 2. supply the past and past participle form of verbs. 3. make sentences using forms of verbs.
	LITERATURE Introduction to recommended literature text	Students should be able to: 1. read chapters from the text. 2. summaries the chapters read. 3. identify moral lessons from the chapter.	1. The storyline from the chapters. 2. Illustrations or examples from other sources, as well as similar incidents happening around us.	1. Reads story from the text to the students. 2. Listen while students read. 3. Makes corrections and gives explanations where necessary.	1. Listen to the teacher attentively 2. Read the selected chapters 3. Ask questions where necessary. 4. jot down moral lessons as reading is going on.	1. Recommended literature text 2. Picture charts 3. Dictionary	Students to: 1. read chapters correctly. 2. summaries chapters 3. identify moral lessons from chapters.

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8	READING						
	Reading to answer specific questions	Students should be able to: 1. read selected passages. 2. answer specific questions	Reading and answering specific questions that address questions highlighting - knowledge level - Translation level -interpretation level	1. Selects suitable contemporary passages. 2. Draws suitable comprehension question from selected passages 3. Questions drawn should cover all levels of comprehension e.g. where, when, how, why, what.	1. Read selected materials on contemporary issues. 2. Respond to teacher's questions on passages read. 3. Answer questions on all levels of comprehension.	1. Recommended text. 2. Supplementary readers. 3. selections from other subject areas 4. Newspapers and magazines	Students to 1. read selected passages. 2. answer specific questions drawn from the passages.
	WRITING Letter Writing	Students should be able to: 1. identify the types of letters 2. explain types of letters	Letter Writing: Types 1. Formal 2. Informal	1. Guides students to identify types of letters 2 Leads students to discuss and explain types of letters	1. Identify types of letters. 2. Discuss types of letters	1. Sample letters 2. newspaper Magazines cuttings 3. Textbooks.	Students to 1. identify types of letters. 2. explain types f letters.

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	LISTENING AND SPEAKING Spoken English The vowel /ðe/	Students should be able to: 1. identify the vowel /ðe/. 2. produce the vowel correctly. 3. list words where the vowel can be found.	1. Listening to sentences or short passages where the vowel can be found. 2. /ðe/ is a short vowel. /ðe/ mostly uses the letter a as in tap, cap, trap but it is represented as ai in words like plait, plaid.	1. Produces materials for correct pronunciations of the vowel 2. Emphasizes the correct articulatory movements in the pronunciation of the sounds.	1. Listen to and imitate the production of the sound. 2. Practice the articulation of the sounds. 3. Repeat after the teacher during drills.	1. Recommended text. 2. Course book. 3. Prepared drills. using charts and cards.	Students to: 1. identify the vowel /ðe/. 2. produce the vowel correctly. 3. give words where the vowel can be found.
	GRAMMATICAL ACCURACY More on Verbs	Students should be able to: 1. define main and auxiliary verbs. 2. identify main and auxiliary verbs 3. make sentences with main and auxiliary verbs	1. Main verbs are verbs that stand on their own. The main verb is the prominent verb that really tells us what a noun or pronoun does in a sentence 2. Auxiliary verbs can only help a main verb to form a sentence	1. Guides student to define main and auxiliary verb 2. Leads students to identify main and auxiliary verbs from given sentence	1. Listen attentively to the teacher. 2. Read materials provided by the teacher. 3. Identify main and auxiliary verbs from sentences. 4. Work on exercise given by the teacher	1. Recommended text 2. Passages 3. Supplementary readers 4. Sentence strips	Students to: 1. define main and auxiliary verbs 2. identify main and auxiliary verbs 3. make sentences with main and auxiliary verbs

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	LITERATURE Recommended Literature text	Students should be able to: 1. read chapters from the text 2. summarise the chapters read. 3. answer questions drawn from the chapters	1. The storyline from the text. 2. Illustrations or examples drawn from other sources with similar happenings	1. Read story from the text. 2. Listen while students read 3. Make corrections and gives explanations where necessary	1. Listen to the teacher attentively 2. Read the selected chapters 2. Ask questions where necessary 4. Answer questions	1. Recommended literature text. 2. Picture charts 3. Dictionary.	Students to 1. read chapters correctly. 2. summarise chapters into notebooks. 3. answer questions correctly.
9	READING						
	Listening comprehension	Students should be able to: 1. listen to given passage. 2. extract main ideas from given passages	1. Listening for main ideas from selected passages on: Cleanliness, meningitia, safety on the roads, corruption, drug abuse, medicines global warming	1. Selects appropriate passages and materials 2. Explains the meaning of main ideas 3. illustrates with examples 4. Ask student to read materials in class	1, Pay attention and practice with examples given. 2. Read selected passages and materials provided. 3. Practice the main ideas identified from the text	1. Essays written by teachers and students on the relevant topics 2. supplementary readers 3. Recommended text	Students to: 1. read given passages. 2. identify accurately, main ideas from the passages

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	WRITING Letter Writing	Students should be able to: 1. identify the types of letters. 2. identify the different formats of letters 3. write specimen addresses.	1. Types of letters - Formal and Informal letters 2. Format <u>Formal letters</u> have two addresses, opening salutation, correct heading, body of the letter, closing and signature <u>Informal letters</u> have one address, opening salutation, body of the letter and closing.	1. Guides student to identify types of letters. 2. The formats of formal and informal letters 3. Leads students to write addresses correctly with or without punctuations.	1. Identify types of letters. 2. Identify formats of letters 3. Copy teacher's model. 4. Learn to write addresses correctly.	1. Recommended text book 2. Sample letters (formal and informal) 3. Newspaper/ magazine cuttings. 4. Textbooks.	Students to: 1. identify types of letters. 2. identify the different formats of letters. 3. write specimen addresses correctly.
	LISTENING AND SPEAKING Spoken English – The vowel /a: /	Students should be able to: 1. identify the vowel /a:/. 2. produce the vowel correctly. 3. give examples of words containing the vowel.	1. Listening to sentences or short passages where the vowel can be found 2. /a:/ is a long vowel sound. Notice that in writing, the vowel /a:/ may take the letter a as in pass, or as in park, al as in calm, etc.	1. Produces materials for correct pronunciation of the vowel. 2. Emphasizes the correct articulatory movements in the pronunciation of the sounds.	1. Listen and imitate the production of the sound. 2. Practice the articulation of the sounds. 3. Repeat after the teacher during drills.	1. Recommended text. 2. Course book. 3. Prepared drills using charts and cards.	Students to: 1. identify the vowel /a:/. 2. produce the vowel correctly. 3. give examples of words containing the sound.

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	Adjectives	Students should be able to; 1. define adjectives. 2. identify adjectives. 3. make sentences with adjectives.	1. The adjective is a word which modifies the noun or pronoun. 2. Adjectives can be identified by certain suffixes e.g. – able, -full –ible, -ish, -ous.	1. Leads students to define adjective. 2. Explains the features of adjectives. 3. Guides students to make sentences with adjectives.	1. Listen attentively to the teacher. 2. Read materials given by the teacher. 3. Define adjectives 4. Identify and give the features of adjectives. 4. make sentences with adjectives.	1. Course book. 2. Various passages. 3. Pictures and drawings. 4. Recommended text.	Students to: 1. define adjectives. 2. identify adjectives from sentences and passages. 3. make sentences with adjectives.
	LITERATURE Recommended literature text	Students should be able to: 1. read chapters from the text. 2. discuss different characters from the text. 3. write short notes on the characters.	1. The storyline from the text 2. Character analysis of the characters both minor and major characters	1. Reads the chapters along with the students. 2. Leads students to make character analysis of the characters in the text.	1. Read chapters to be treated. 2. Discuss and answer questions on different characters in the text.	1. Recommended literature text. 2. Course book.	Students to: 1. read chapters correctly. 2. discuss different characters. 3. write short notes on the characters discussed.

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10	READING						
	Reading for maximum recall and retention	Students should be able to : 1. read passages . 2. recall salient points in a given passage. 3. review the passage.	1. Reading from passages for maximum recall on: - corruption -Tribalism -Drug abuse - Child labour and trafficking.	1. Selects appropriate passages and materials. 2. Asks students to read selected passages in class. 3. Explains the meaning of reading for maximum recall.	1. Read the passage. 2. Recall mentally or records notes on the salient points or main ideas. 3. Reread the given passage and the relevant questions for maximum retention and recall.	1. Passages 2. Selections from other subject areas. 3. Recommended text/supplementary reads.	Students to: 1. correctly read given passages. 2. recall correctly salient points in passages given. 3. review passages.
	Letter Writing (Informal letter)	Students should be able to: 1. identify the format of an informal letter. 2. write an informal letter.	Letter writing 1. Type: - informal letter 2. Format: one address, opening salutation, body of the letter and closing.	1. Guides students to identify the format of an informal letter. 2. Leads students to discuss the topic given. 3. Guides students to write an informal letter.	1. Identify the format of an informal letter. 2. Discuss the format of an informal letter. 3. Copy teacher's model. 4. Write an informal letter	1. Sample letters 2. Newspaper/ magazine cuttings. 3. Recommended text book.	Students to: 1. identify the format of an informal letter. 2. write an informal letter correctly.

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	LISTENING AND SPEAKING (Consonants /p/ and /b/)	Students should be able to: 1. identify consonant /p/ and /b/. 2. explain how and where they are produced. 3. give examples of words containing the consonants.	1. Place and manner of articulation. 2. Consonants /p/ and /b/ as in; pat, pass, tap, hope, bat, robe, rob, bit. 3. Pat-bat, pen-ben pox-box, pulb-bulb, pray-bray, plot-blot.	1. Produces material for teaching the place and manner of articulation. 2. Emphasizes the correct articulation of the consonants. 3. Drills students with numerous words containing the consonants.	1. Listen attentively to the teacher. 2. Practice the articulation of the sounds. 3. Repeat after teacher during drills. 4. Give examples of words containing consonants.	1. Recommended text. 2. Course book 3. Prepared charts and cards.	Students to: 1. identify consonants /p/ and /b/. 2. explain how and where they are produced. 3. give examples of words containing consonants.
	GRAMMATICAL ACCURACY Adjectives	Students should be able to: 1. define adjectives. 2. construct sentences using the comparative and superlative degrees of adjectives.	1. The adjective is a word which modifies the pronoun or noun in a sentence. 2. Adjectives have three degrees of comparison: positive comparative and superlative e.g. -fat-fatter-fattest -big-bigger-biggest -good-better-best	1. Leads students to define adjectives. 2. Explains the three degrees of comparison. 3. Guides students to make sentences with these degrees of comparison.	1. Listen attentively to the teacher. 2. Read materials provided. 3. Make sentences using the comparative and superlative degrees of adjectives.	1. Recommended text. 2. Passages. 3. Course book. 4. Pictures and drawings.	Students to: 1. define adjectives. 2. make sentences using the comparative and superlative degrees of adjective.

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	LITERATURE Recommended Literature Text	Students should be able to: 1. read chapters from text. 2. discuss moral lessons of the story. 3. write down moral lesson of the story.	1. Summary of the story 2. Discussion on moral lessons of the story.	1. Guides students to summarise the story. 2. Leads them to discuss the moral lessons. 3. Guides them to write down these lessons.	1. Discuss the storyline. 2. Discuss the moral lessons. 3. Write down moral lessons into notebooks.	1. Recommended literature text. 2. Supplementary books. 3. Other relevant resources.	Students to: 1/ read chapters from text. 2. discuss moral lessons. 3. write down moral lessons of the story.
11	REVISION						
12	EXAMINATION						

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1	Reading to interpret diagrams, maps and sketches	Students should be able to: 1. read and interpret diagrams and maps accurately. 2. make meaning from spatial description. 3. identify how a given diagram clarifies written material.	1. Reading to interpret diagrams, maps and sketches accurately. 2. Making meaning from spatial description/ presentation. 3. Identifying how a given diagram or map clarifies or complements written materials.	1. Presents suitable materials in form of passages, selections, maps for students analysis and description. 2. Guides students to associate sketches with written texts. 3. Guides students to anticipate questions.	1. Read selected materials and answer questions to guide interpretation. 2. Practice associating sketches with written texts. 3. Work in group or pairs. 4. Practice identifying paragraphs with appropriate sketches.	1. Selected sketches, passages, maps. 2. Selections from subject areas. 3. Advertisements	Students to: 1. read and interpret maps, sketches and diagrams accurately. 2. explain appropriately illustrations or maps provided by teacher. 3. describe adequately the relationship between a given passage and a sketch or map.

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	WRITING Writing to highlight main and supporting ideas	Students should be able to: 1. read through a topic 2. jot down ideas as they occur. 3. arrange the ideas in a logical sequence. 4. write appropriate introduction and effective conclusion.	1. Story or passage highlighting main and supporting ideas. 2. Arrangement of ideas in logical sequence with introduction and conclusion.	1. Presents story or passage to students. 2. Leads students to identify main a supporting ideas. 3. Leads students to re-arrange all the ides they had produced in logical sequence. 4. Leads students to identify appropriate introduction and conclusion.	1. Read the story or passage provided. 2. Write down main and supporting ideas. 3. Arrange ideas in logical sequence. 4. Write appropriate introduction and conclusion on selected passages.	1. Model essays 2. Story books 3. passages 4. Textbooks course books on other subject areas.	Students to: 1. read given materials accurately. 2. jot down ideas appropriately. 3. arrange correctly the ideas in logical sequence. 4. write appropriate introduction and conclusion.

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	LISTENING AND SPEAKING (Consonants /t/ and /d/)	Students should be able to: 1. identify consonant /t/ and /d/. 2. explain how and where they are produced. 3. give examples of words containing the consonants.	1. Place and manner of articulation. 2. /t/ is a voiceless consonant while /d/ is a voiced consonant. 3. Tare-dare Tart-dart Fate-fade Greed-greet.	1. Produces materials for teaching the place and manner of articulation. 2. Emphasizes the correct articulation of the consonants. 3. Drills students with numerous words containing the consonants.	1. Listen attentively to the teacher. 2. Practice the articulation of sounds. 3. Repeat after teacher during drills. 4. Provides own examples.	1. Recommended text. 2. Course book 3. Prepared charts and cards.	Students to: 1. identify consonants. 2. explain how and where they are produced. 3. give examples of words containing consonants.
	GRAMMATICAL ACCURACY More on Verbs Transitive and intransitive verbs	Students should be able to: 1. identify verbs in a sentence. 2. explain transitive and intransitive verbs. 3. identify transitive and intransitive verbs in sentences.	1. A transitive verb is one that takes an object e.g. John killed <u>a snake</u> She dropped <u>the bag</u> 2. An intransitive verb does not take an object e.g. The man died The baby cried.	1. Leads students to identify verbs in sentences 2. Explains transitive and intransitive verbs with examples 3. Guides students to identify transitive and intransitive verbs from given sentences.	1. Listen attentively to the teacher 2. identify verbs from sentences 3. identify transitive and intransitive verbs from sentences.	1. Recommended text 2. Course book 3. Passages 4. Other relevant resources.	Students to; 1. identify verbs from sentences. 2. explain transitive and intransitive verbs. 3. identify transitive and intransitive verbs.

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	LITERATURE Literature: Types of prose	Students should be able to: 1. define prose. 2. List the types of prose. 3. explain the types of prose.	1. Definition of prose 2. Types of prose - fiction - Non-fiction - Narrative - Descriptive	1. Leads students to define prose. 2. Leads students to identify types of prose. 3. Engages them in discussion of a storyline.	1. Define prose. 2. Identify different types of prose. 3. Participation in discussion of a story line.	1. Story books 2. Supplementary Readers. 3. Pictures from a book of stories.	Students to: 1. define prose 2. identify types of prose. 3. explain types of prose.
2	READING						
	Reading to follow direction in written communication	Students should be able to: 1. read given selection in order to follow direction. 2. identify key words in the passage that signal direction.	1. Reading to follow direction in written communication. 2. Identifying key words in the passage that signal direction.	1. Selects and presents appropriate materials. 2. Guides students to identify the possible instructions and direction. 3. Guides students to identify key words that signal direction.	1. Read materials presented by the teacher. 2. Practice identification of keywords related to directions e.g. moving from left to right, east to west, northwards, southwards, etc.	1. Selected passages 2. Invitation cards 3. Do-it-yourself manual 4. Maps	Students to: 1. respond correctly to questions that are instruction based. 2. prepare accurately directions from their homes to school from main gate to their classroom.

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	WRITING Continuous writing: Guided composition	Students should be able to: 1. read through a passage. 2. jot down main and supporting ideas 3. arrange ideas in a logical sequence forming paragraphs. 4. write appropriate introduction and conclusion.	1. A short story or passage. 2. Arrangement of ideas in logical sequence with introduction and conclusion.	1. Presents story or passage. 2. Leads students to rearrange ideas in a logical sequence. 3. Guides students to identify appropriate introduction and conclusion.	1. Read the story or passage provided. 2. jot down main and supporting ideas. 3. arrange ideas in a logical sequence forming paragraphs. 4. Write appropriate introduction and conclusion.	1. Model essays 2. Story books 2. Passages 4. Textbooks 5. Recommended text.	Students to: 1. read materials provided. 2. jot down main and supporting ideas. 3. arrange ideas in a logical sequence. 4. write appropriate introduction and conclusion.

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	LISTENING AND SPEAKING The vowel /ɒ/	Students should be able to: 1. identify the vowel. 2. differentiate the vowel /ɒ/ from /ɔ:/. 3. write words containing the /ɒ/ sound.	1. /ɒ/ is a short vowel. 2. To pronounce /ɒ/ the tongue is low in the mouth but it is pushed towards the back. 3. /ɒ/ is a short vowel while /ɔ:/ is a long vowel. 4. /ɒ/ as in spot, cot, want, cough, laurel.	1. Leads students to identify the /ɒ/ vowel. 2. Guides students to differentiate between /ɒ/ and /ɔ:/. 3. Drills students in the production of the vowel.	1. Listen attentively to the teacher. 2. Learn to differentiate between /ɒ/ and /ɔ:/. 3. Repeat after teacher during drills.	1. Recommended text. 2. Course book. 3. Prepared charts and cards.	Students to: 1. identify the vowel /ɒ/. 2. differentiate between /ɒ/ and /ɔ:/. 3. write words containing the /ɒ/ sound.

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	GRAMMATICAL ACCURACY Subjects, verbs and objects	Students should be able to: 1. identify the subjects in given sentences. 2. identify the objects in given sentences. 3. work on exercises given by the teacher.	1. The subject of a sentence is either the noun or pronoun which refers to the person, thing or idea that does something or is in a certain state e.g. <u>The old woman</u> filled the pot <u>Some houses</u> were damaged. 2. The object of a sentence is the noun or pronoun which refers to the person thing or idea affected by the action the subject. E.g. The hunter shot <u>the bird</u> They laughed at <u>him</u> .	1. Presents materials for the purpose of the lesson. 2. Teaches students how to identify subjects and objects in a sentence. 3. Asks students to work on exercise which has to do with identification of subjects and objects in given sentences.	1. Pay attention while teaching is going on. 2. Ask questions where necessary. 3. Work on exercises given by the teacher.	1. Recommended text. 2. Course book. 3. Passages. 4. Other relevant resources.	Students to: 1. identify the subjects in given sentences. 2. identify the objects in given sentences. 3. work on exercises as class work.

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	LITERATURE Features of Prose	Students should be able to: 1. list the features of prose. 2. explain the features of prose 3. write a short story using the features of prose.	Features: -Plot -Characterization - style - setting - theme	1. Guides students to list the features of prose. 2. Engages them in the explanation of the features of prose. 3. Guides them to write a short story.	1. List the features of prose. 2. Participate in the discussion of the features of prose. 3 Write a short story.	1. Story book. 2. Supplementary books/readers. 3. Pictures from a book of stories.	Students to: 1. list the features of prose. 2. explain accurately the features of prose. 3. successfully write down stories.
3	READING						
	Reading to answer specific questions	Students should be able to: 1. read given passages. 2. answer specific questions.	1. Reading and answering specific questions that address different kinds of questions. E.g. Explanation questions, discussion questions, questions that require conclusions to be drawn, etc.	1. Selects suitable contemporary passages. 2. Draws suitable comprehension questions from selected passages. 3. Groups students for the purpose of further practice.	1. Read selected material son contemporary issues. 2. Respond to teacher's questions on passages read. 3. Work in groups developing and answering questions on given materials.	1. Selections from other subject areas. 2. Newspapers and magazine cuttings. 3. Recommended text. 4. Advertisement.	Students to: 1. read given passages accurately. 2. answer accurately questions developed by the teacher.

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	WRITING Guided composition using dialogues	Students should be able to: 1. give the meaning of dialogue. 2. write a short story making use of dialogue.	Using Dialogue: 1. Introduce dialogue into story telling or narrative composition. 2. Use quotation marks to show quoted direct speech of a speaker.	1. Calls out the class in pairs to carry out a conversation on various topics. 2. Gives necessary corrections where necessary. 3. Guides students to write a narrative composition using dialogue.	1. Participate in class activity of carrying out conversations on various topics. 2. Write a short narrative essay making use of dialogues.	1. Recommended text book. 2. passages 3. Supplementary readers.	Students to: 1. give the meaning of dialogue. 2. write a story making use of dialogue.
	LISTENING AND SPEAKING Vowel /ɔ:/	Students should be able to: 1. identify the vowel /ɔ:/. 2. produce the vowel correctly. 3. differentiate between /ɔ:/ and /ɒ/.	1. Listening to sentences or short passages where the vowel can be found. 2. /ɔ:/ is a long vowel and appears in writing in different forms e.g. or – sports, short, aw-dawn, lawn, a-ball, hall, out-bought, fought.	1. Produces the materials for the correct pronunciation of the vowel. 2. Emphasizes the correct articulatory movements in the pronunciation of the sound. 3. Leads students to differentiate between /ɒ/ and /ɔ:/ using sentences where both sound appear.	1. Listen to and imitate the production of the sound. 2. Practice the articulation of the sound. 3. Repeat after teacher during drills.	1. Recommended text. 2. Course book. 3. Prepared charts and cards.	Students to: 1. identify the /ɔ:/ sound correctly. 2. produce the vowel correctly. 3. differentiate between /ɔ:/ and /ɒ/.

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	GRAMMATICAL ACCURACY Singular and plural verbs	Students should be able to: 1. identify singular and plural subjects. 2. identify verbs from given sentences and passages. 3. complete sentences with appropriate verbs.	1. A singular subject requires a singular verb. 2. A plural subject requires a plural verb Examples: -he sings -they sing -she eats -they eat -john plays -john and mary play.	1. Guides students to identify singular and plural subjects. 2. Leads them to the realization that a singular subject requires a singular verb, and a plural subject requires a plural verb. 3. Give students exercises.	1. Identify singular and plural subjects from materials provided. 2. Read material provided by the teacher. 3. Study examples given 4. Work on exercises.	1. Recommended text. 2. Course book. 3. Other relevant sources.	Students to; 1. identify singular and plural subjects. 2. identify verbs from given sentences and passages. 3. complete sentences with appropriate verbs.
	LITERATURE Poetry	Students should be able to: 1. define poetry. 2. list the types of poetry. 3. explain the types of poetry.	1. Define poetry. 2. Poetry types: - epic - lyric - dramatic	1. Gives the definition of poetry. 2. Leads them to identify and list different types of poetry. 3. Explains different types of poetry.	1. Identify and list different types of poetry. 2. Discuss and explain types of poetry.	1. Poetry books. 2. Other anthologies. 3. Other relevant resources.	Students to: 1. define poetry. 2. list types of poetry. 3. explain types of poetry.

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4	READING Reading to answer specific questions	Students should be able to: 1. read given selected passages appropriately. 2. answer specific questions drawn from selected passages.	1. Selected passages on contemporary issues high-lighting. - knowledge - Translation level - Interpretation level. - Projection level.	1. Selects suitable contemporary passages. 2. Draws suitable comprehension question son selected passages. 3. Groups students for purpose of practice.	1. Read selected materials on contemporary issues. 2. respond to teacher’s questions on passages read. 3. work in groups developing and answering questions.	1. Selections from other subject areas. 2. Newspaper/ magazines. 3. Recommended text. 4. Supplementary readers.	Students to: 1. read passage correctly. 2. answer questions developed by teacher.
	Composition Writing: Descriptive composition	Students should be able to: 1. identify a descriptive composition . 2. list the elements of a descriptive composition. 3. write a descriptive composition.	Types of composition - Descriptive 2. Elements of Composition - Introduction: pre-writing, writing, editing -body -conclusion 3. Practice topic My best friend.	1. Leads students to identify a descriptive composition. 2. Leads student to list the elements of composition. 3. Leads them to produce a draft: introduction, body and conclusion. 4. Guides them to write a descriptive composition on a topic.	1. Identify a descriptive composition. 2. List the elements of composition writing. 3. Produce a draft: introduction, body and conclusion. 4. Write a descriptive composition.	1. Selected topics 2. Passages. 3. Supplementary readers.	Students to: 1. identify a descriptive composition. 2. list the elements of composition writing. 3. write a descriptive essay.

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	LISTENING AND SPEAKING Vowel /u/	Students should be able to: 1. listen to and produce the vowel sound /u/ 2. identify /u/ correctly in sentences and passages 3. list words containing the vowel	1. Sentences, paragraphs, passages, plays, poems should form the content. 2. Vowel sound /u/ as in book, good, sugar, woman, wood, put, bush, push, pull, wolf etc.	1. Identifies and produces materials for correct pronunciation of the target sounds in context. 2. Emphasizes the correct articulatory movement in the pronunciation of the sound.	1 Listen to the teacher and imitate the production of the sound in context. 2. Practice the articulation of the sound. 3. Identify sound correctly from sentences and passages.	1. Recorded materials e.g. audio and video tapes. 2. Supplementary readers containing passages on: the family, the school places of worship, consumer, market and society.	Students to: 1. produce sound accurately. 2. identify sound in sentences and passages. 3. list words containing the sound.
	GRAMMATICAL ACCURACY Adverb	Students should be able to: 1. define an adverbs 2. identify the features of adverbs. 3. make sentences with adverbs.	1. An adverb is a word that adds to the meaning of a verb, an adjective or another adverb. 2. Examples: slowly beautifully, late, very clockwise, early, etc.	1. Guides the students to define adverbs. 2. Explains the features of adverbs. 3. Guides them to make sentences with adverbs.	1. Listen attentively to the teacher. 2. Identify the features of adverbs. 3. Make sentences with adverbs.	1. Various passages 2. Course books 3. Pictures and drawings.	Students to: 1. define adverbs. 2. identify the features of adverbs. 3. make sentences with adverbs.

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	LITERATURE Poetry: Features	Students should be able to: 1. list the features of poetry. 2. explain the features of poetry. 3. write a simple poem.	1. Features and language: - concise - unique - high	1. Reads a poem to students. 2. Explain the features of poetry. 3. Leads them to identify the language of poetry. 4. Leads them to write a poem.	1. Listen to teacher's oral presentation. 2. Participate in class discussion on features of poetry. 3. Write a simple poem.	1. Poetry books 2. Other anthologies. 3. Other relevant resources.	Students to: 1. list the features of poetry. 2. explain the features of poetry. 3. write a simple poem.
5	READING Reading to understand the author's mood	Students should be able to: 1. identify the author's mood through use of expressions. 2. read between lines with a view to detecting hidden attitude. 3. identify the general impression created by author's manner of presentation.	1. Reading from selected passages. 2. Reading to understand author's mood e.g. anger, Happiness, doubt, disappointment, suspicion, fear, excitement, etc.	1. Selects materials and presents them for students to read. 2. Guides students to identify author's mood through words and expression. 3. Guides students to read between lines with a view to detecting hidden attitudes. 4. Guide students to identify the overall impression created by author's style of presentation.	1. Read materials presented to them by the teacher. 2. Identify authority's mood through words and expression. 3. Read between the lines in order to detect author's hidden attitudes. 4. Identify the overall impression through extensive practice.	1. Recommended text. 2. Supplementary readers. 3. Newspapers and magazine cuttings.	Students to; 1. identify correctly words and expressions that point to author's mood from given passages. 2. identify underlying (hidden) meaning/attitude 3. identify accurately the author's method of presentation (Objective/ balanced, biased, carefree, etc.

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	WRITING Descriptive composition	Students should be able to: 1. jot down main and supporting ideas as they occur. 2. arrange the ideas in a logical sequence. 3. write a descriptive essay on a selected topic.	Descriptive composition: - my favourite food. - my father's house.	1. Guides students to jot down main and supporting ideas. 2. Leads them to arrange the ideas in a logical sequence. 3. Guides students to write a descriptive composition.	1. Jot down main and supporting ideas. 2. Arrange ideas in a logical sequence. 3. Write a descriptive composition.	1. Recommended text. 2. Pictures/drawings. 3. Other relevant resources.	Students to: 1. jot down main and supporting ideas. 2. arrange ideas in a logical sequence. 3. write a descriptive composition on selected topic.
	LISTENING AND SPEAKING The vowel /u:/	Students should be able to: 1. listen to and produce the vowel sound /u:/. 2. identify /u:/ correctly in sentences and passages. 3. list words containing the vowel.	1. Sentences, paragraphs, passages and plays should form the content 2. Vowel sound /u:/ as in pool, stool, true, June, soup, moon, rude, new, two, move, coup, etc.	1. Identifies and produced materials for correct pronunciation of the target sounds in context. 2. Emphasizes the correct articulating movements in the pronunciation of the sound.	1. Listen to teacher and imitate the production of the sound. 2. Practice the articulation of the sound. 3. Identify sound correctly from sentences and passages.	1. Recorded materials e.g. audio and video tapes. 2. Supplementary readers containing passages on transportation, health issues and epidemic, safety on roads corruption and tribalism.	Students to: 1. produce sound accurately. 2. identify sound in sentences and passages. 3. list words containing the sound.

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	GRAMMATICAL ACCURACY Adverbs	Students should be able to: 1. list the functions of adverbs. 2. make sentences with adverbs. 3. identify adverbs in given sentences and passages.	Functions of adverbs - Modifier of verb. John solved the problem quickly. - Modifier of adjective Ada is very tall - Modifier of another adverb. He walks very fast.	1. Guides students to list the functions of adverbs. 2. Guides students to identify adverbs in given sentences and passages. Leads them to make sentences with adverbs.	1. List the features of adverbs. 2. identify adverbs in given sentences and passages. 3. make sentences with adverbs.	1. Various passages. 2. Recommended text. 3. Pictures and drawings.	Students to: 1. list the functions of adverbs. 2. identify adverbs in given sentences. 3. make sentences with adverbs.
	LITERATURE Poetry: selected poem (1)	Students should be able to: 1. read a selected poem. 2. explain the meaning of the poem. 3. identify the language of poetry. 4. write a simple poem.	1. A selected poem. 2. Features and language of poem being treated.	1. Reads the poem to the students. 2. Leads students to discuss and explain the contents of the poem. 3. Leads students to identify the language of poetry. 4. Leads them to write a poem.	1. Listen to teacher's oral presentation. 2. Read poem effectively. 3. Discuss and explain the contents of poem. 4. Identify the language 5. Write a simple poem.	1. Poetry books. 2. Other anthologies 3. Other relevant resources.	Students to: 1. read poem correctly using appropriate rhythm. 2. identify and explain meaning of selected poem 3. identify beautiful language forms. 4. write a simple poem.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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6	READING						
	Reading for main and supporting ideas	Students should be able to: 1. identify main and supporting ideas in a given passage. 2. differentiate between main and supporting ideas from a given passage. 3. answer questions drawn from given passage.	1. Reading from selected passages that may vary in theme and scope 2. identifying main and supporting ideas 3. Differentiating between main and supporting ideas.	1. Selects a passage to be read. 2. Guides students to read and re-read passage. 3. Guides them to identify main and supporting ideas. 4. Explain the differences between main and supporting idea.	1. Read and re-read the passage. 2. work in pairs or groups to identify ideas. 3. make group presentation 4. answer questions drawn from given passage.	1. Selected passage 2. Recommended text. 3. Course book 4. Supplementary readers.	Students to: 1. identify accurately main and supporting ideas. 2. differentiate between main and supporting ideas. 3. answer questions drawn from given passage.
	WRITING Informal letters	Students should be able to: 1. identify the format of an informal letter. 2. write an informal letter.	Letter writing: 1. Type - Informal letter 2. Format: one address, opening salutation, body of the letter and closing.	1. Guides students to identify the format of an informal letter. 2. Leads students to discuss the format. 3. Writes a model format. 4. Guides students to write an informal letter.	1. Identify the format of an informal letter. 2. Discuss the format of an informal letter. 3. Copy teacher's model. 4. Write an informal letter.	1. Sample letters (informal). 2. Newspaper/ magazine cuttings 3. Recommended text.	Students to: 1. identify the format of an informal letter. 2. write an informal letter correctly.

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	LISTENING AND SPEAKING Consonant /k/ and /g/	Students should be able to: 1. listen to and produce speeches with reference to consonants /k/ and /g/. 2. identify the consonants in given sentences. 3. write own words which /k/ and /g/ occur.	1. Sentences, paragraphs, plays or poems should form the content. 2. Consonants /k/, /g/ are heard in the following. a. The king prays for good government. b. Call the taxi driver back c. We give glory to God.	1. Guides students to orally produce the consonants. 2. Leads students to identify the consonants in given sentences. 3. Guides students to produce speeches correctly. 4. Guides them to write their own words in which /k/ and /g/ occur.	1. Listen to the teacher and imitate the production of the consonants. 2. Identify consonants in given sentences and passages. 3. Write own words in which consonants occur.	1. Flashcards 2. Sentences strips 3. Recorded materials e.g. audio and video tapes. 4. Recommended text.	Students to: 1. produce speeches with consonants /k/ and /g/ correctly. 2. identify the consonants in given sentences and passages. 3. write out their own words in which /k/ and /g/ occur.
	GRAMMATICAL ACCURACY Prepositions	Students should be able to: 1. identify prepositions in sentences. 2. construct sentences with given prepositions	Preposition is a word or group of words often placed before a noun or pronoun to indicate place, direction, source, method, etc. e.g. under, behind, outside, over, on, in.	1. Leads students to define prepositions. 2. Demonstrates the use of prepositions in sentences. 3. Guides students to construct sentences with given prepositions.	1. Listen attentively to the teacher. 2. Participate in demonstrations using given prepositions. 3. Make sentences with prepositions.	1. Real objects like table, book, chair, etc. 2. Sentence strips 3. Recommended text.	Students to: 1. identify prepositions in given sentences and passages. 2. make sentences with preposition.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	LITERATURE Poetry – selected poem (2)	Students should be able to: 1. read a selected poem. 2. explain the meaning of the poem. 3. identify the language of poetry 4. write a simple poem.	1. A selected poem. 2. The features and language of given poem.	1. Reads the poem to the students. 2. Leads students to discuss and explain the contents of the poem. 3. Leads students to identify the language of poetry. 4. Leads them to write a simple poem.	1. Listen to teacher’s oral presentation. 2. Read poem effectively. 3. Discuss and explain the contents of the poem. 4. Identify the language 5. Write a simple poem.	1. Poetry books 2. Other anthologies. 3. Other relevant resources.	Students to: 1. read poem correctly using appropriate rhythm. 2. identify and explain meanings of selected poems. 3. identify the language of poetry. 4. write a simple poem.
7	READING						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	Reading for maximum retention and recall	Students should be able to: 1. preview passages. 2. read a given passage carefully. 3. recall salient points in a given passage. 4. review the passage.	Reading for maximum recall from passages on: -safety on the roads. - corruption -drug abuse -abuse of herbal medicines. - misuse of pesticides.	1. Shows students how to apply some reading strategies adopted for use in schools e.g. preview, questions, recite, review. 2. Ass questions on the idea contained in the passage.	1. Preview the reading material by reading the main ideas which have been developed. 2. Read the passage. 3. Recall mentally or records notes on the salient points or main ideas. 4. Reread the passage and questions for maximum recall.	1. Passages 2. Magazines And newspaper cuttings. 3. Selections from other subject areas 4. Recommended text.	Students to: 1. preview passages correctly. 2. correctly read given passages 3. recall correctly salient points in given passages 4. review passages.
	WRITING Informal letters	Students should be able to: 1. identify the format of an informal letter. 2. write an informal letter	Letter writing 1. Type- informal letter 2. Format: -one address, -opening -salutation, -body of the letter -closing.	1. Guides students to identify the format of an informal letter. 2. Leads students to discuss the format. 3. Writes a model format. 4. Guides students to write an informal letter.	1. Identify the format of an informal letter. 2. Discuss the format of an informal letter 3. Copy teacher's model. 4. Write an informal letter.	1. Sample letter 2. Newspaper/ magazine cuttings. 3. Recommended text.	Students to: 1. identify the format of an informal letter. 2. write an informal letter correctly.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	LISTENING AND SPEAKING CONSONANTS /F/ AND /V/	Students should be able to: 1. listen to and produce speeches with reference to consonants /f/ and /v/. 2. identify the consonants in given sentences and passages. 3. write own words in which /f/ and /v/ occur.	1. Sentences, paragraphs plays or poems should form the content. 2. Consonant /f/ and /v/ have the same place and manner of articulation. 3. The difference is that /f/ is voiceless while /v/ is voiced. /f/ fan, physics, fat. /v/ van, very, five.	1. Guides students to orally produce consonants 2. Leads students to identify consonants in given sentences and passages. 3. Guides students to produce speeches correctly. 4. Guides them to write their own words in which /f/ and /v/ occur.	1. Listen to the teacher and imitate the production of the consonants. 2. identify consonants in given sentences and passages. 3. Write own words in which consonants occur.	1. Flashcards 2. Sentence strips 3. Recorded materials e.g. audio and video tapes. 4. Recommended text.	Students to: 1. produce speeches with consonants /f/ and /v/ correctly. 2. identify the consonants in given sentences and passages. 3. write own words in which /f/ and /v/ occur.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	GRAMMATICAL ACCURACY Prepositions	Students should be able to: 1. identify the features of prepositions. 2. list the functions of prepositions. 3. make sentences with prepositions.	A list of commonly used prepositions: about, before, near, of, on, in, after, among, by, at, like, into, to, with, under, over, off, except, below, of, from, behind, before, past, up, etc.	1. Explains the features of prepositions. 2. Guides students to identify prepositions in given sentences and passages. 3. Guides students to make sentences with prepositions.	1. Identify prepositions in given sentences. 2. Make sentences with prepositions.	1. Various passages 2. Substitution tables. 3. Sentence strips. 4. Story books 5 Magazines/ newspaper cuttings.	Students to: 1. identify correctly prepositions from sentences. 2. list functions of prepositions. 3. make sentences with prepositions.
	LITERATURE RECOMMENDED TEXT	Students should be able to: 1. read chapters from text. 2. summarise the chapters read. 3. identify moral lessons from the chapter.	1. Reading of the selected chapters. 2. Discussions and illustrations drawn from other sources.	1. Reads story from the text. 2. Listen while students read. 3. Makes corrections and gives explanations where necessary.	1 Listen to teacher attentively. 2. Read selected chapters. 3. Ask questions where necessary. 4. Jot down moral lessons.	1. Recommended literature text. 2. Pictures from a book of stories. 3. Supplementary books.	Students to: 1. read chapters correctly. 2. summarise chapters 3. identify moral lessons.

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8	READING						
	Reading for supporting ideas	Students should be able to: 1. read passage correctly. 2. identify supporting ideas in selected passages. 3. identify key words and expression that signal details.	Supporting ideas from selected passages, e.g. in other words, for example, that is.	1. Selects appropriate passages and materials. 2. Explains and illustrates the meaning of supporting ideas. 3. Asks students to read selected passages and materials in class. 4. Guides them to identify the supporting idea.	1. Practice with the materials provided by the teacher. 2. Read selected passages and materials provided. 3. Practice identifying supporting ideas from the text.	1. Recommended texts. 2. Supplementary readers. 3. Essay written by teachers and students. 4. Selection from other subject areas.	1. read passage correctly. 2. identify accurately supporting ideas from passages. 3. identify correctly key words and expression that signal details.
	WRITING Formal Letter	Students should be able to: 1. identify a formal letter. 2. identify the format of a formal letter. 3. write a specimen address and heading.	1. Type - formal letter 2. Format Two addresses, opening salutation, correct heading, body of the letter, closing and signature.	1. Guides students to identify a formal letter. 2. Leads students to discuss the format 3. Writes a model address. 4. Guides students to write the address and heading of a formal letter.	1. Identify a formal letter. 2. Discuss the format of a formal letter. 3. Copy teacher's model. 4. Write a formal letter address and heading.	1. Sample letters 2. Newspaper/ magazine cuttings. 3. Textbooks.	Students to: 1. identify a formal letter. 2. write a sample formal letter address and heading.

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	LISTENING AND SPEAKING Consonants /s/ and /z/	Students should be able to: 1. listen to and produce speeches with reference to consonant /s/ and /z/. 2. identify the consonants in given sentences and passages. 3. write own words in which /s/ and /z/ occur.	1. Sentences, paragraphs, plays or poem should form the content. 2. Consonants /s/ and /z/ are heard in the following sentences. - I saw Sule last week - Did he pass the test? - Sule visited the zoo. - Did he win the prize?	1. Guides students to orally produce consonants. 2. Leads students to identify consonants in given sentences and passages. 3. Guides students to produce speeches correctly. 4. Guides them to write their own words in which /s/ and /z/ occur.	1. Listen to the teacher and imitate the production of the consonants. 2. identify consonants in given sentences and passages. 3. Write own words in which consonant occur.	1. Flashcards. 2. Sentence strips. 3. Recorded materials e.g. audio and video tapes. 4. Recommended text.	Students to: 1. produce speeches with consonants /s/ and /z/ correctly. 2. identify the consonants in given sentences and passages. 3. write own words in which /s/ and /z/ occur.

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	GRAMMATICAL ACCURACY Conjunction	Students should be able to: 1, identify conjunctions in sentences. 2. complete sentences with appropriate conjunctions. 3. construct sentences with given conjunctions.	Conjunctions are words that join words, or group of words, phrases or sentences together e.g. and, or, but, because, either or neither ... nor, etc.	1. Leads students to define conjunction. 2. Guides students to construct sentences with given conjunctions.	1. Listen attentively to teacher. 2. Participate in class discussion. 3. Complete sentences with appropriate conjunctions. 4. Construct sentences with given conjunctions.	1. Various passages. 2. Sentences strips. 3. Story books. 4. Recommended text.	Students to: 1. identify conjunctions in sentences. 2. complete sentences with appropriate conjunctions. 3. construct sentences with given conjunctions.
	LITERATURE Recommended Literature text	Students should be able to: 1. read chapters correctly. 2. summarise the chapters. 3. answer questions drawn from the chapters.	1. Reading of chapters. 2. Discussions and illustrations drawn from other sources.	1. Reads story from the text. 2. Listen while students read. 3. Make corrections and gives explanations where necessary.	1. Listen to the teacher attentively. 2. Read the selected chapters 3. Ask questions where necessary. 4. Answer questions.	1. Recommended literature text. 2. Supplementary books. 3. Pictures from a books of stories.	Students to: 1. read chapters correctly. 2. summarise chapters into notebooks. 3. answer questions correctly.
9	READING						

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	READING COMPREHENSION	Students should be able to: 1. read given passages. 2. pronounce difficult words. 3. use new words in simple sentences.	Reading from selected passages on: -the family -places of worship -consumer market and society -transportation -health issues and epidemics e.g. HIV/AIDS, polio.	1. Selects appropriate passages and materials 2. Asks students to read passage in class. 3. Asks students to pick out difficult words. 4. Guides students to look up new words from dictionary.	1. Read selected passages and materials provided. 2. Pick out new words from passage. 3. Look up new words from the dictionary.	1. Selected passages and materials. 2. Recommended texts. 3. Magazines and newspaper cuttings.	Students to: 1. read passage. 2. pronounce difficult words correctly. 3. make sentences with new words.
	WRITING Formal letters	Students should be able to: 1. identify the format of a formal letter. 2. write a formal letter.	Letter writing: 1. Types - formal letter 2. Format Two addresses, opening salutation, correct heading, body of the letter, closing and signature.	1. Leads students to identify the format of a formal letter 2. Guides students to discuss the format of a formal letter 3. Leads students to discuss the topic given 4. Guides students to write a formal letter.	1. identify the format of a formal letter. 2. Discuss the topic given. 3. copy teacher's model letter. 4. write a formal letter on the given topic.	1. Sample letter. 2. Newspaper/ magazine cuttings. 3. Recommended text book.	Students to: 1. identify the format of a formal letter. 2. write a formal letter.

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	LISTENING AND SPEAKING Consonants /θ/ and /ð/	Students should be able to: 1. listen to and produce speeches with reference to consonants /θ/ and /ð/. 2. identify the consonants in given sentences and passages. 3. write own words in which /θ/ and /ð/.	1. Selected passages and sentences should form the content 2./θ/ /ð/ Breath -breathe Bath -bathe Worth-worthy South-southern e.g. i. A moth flew through the window. ii. Open your mouth. iii. The weather is cold. iv. Mother bathed the baby.	1. Guides students to orally produce the consonants. 2. Leads students to identify consonants in given passages. 3. Guides students to produce speeches correctly Guides them to write their own words in which /θ/ and /ð/ occur.	1. Listen to the teacher and repeat the production of the consonants. 2. Identify consonants in given sentences and passages 3. Write their own words containing the consonants.	1. Flashcards 2. Sentences strips. 3. Recorded materials e.g. audio and video tapes. 4. Recommended text.	Students to: 1. produce speeches with consonants /θ/ and /ð/. 2. identify the consonants in given sentences and passages. 3. write their own words in which /θ/ and /ð/ occur.

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	GRAMMATICAL ACCURACY Conjunction	Students should be able to: 1. identify the features of conjunctions. 2. identify the functions of conjunctions. 3 .make sentences with conjunctions.	1. Conjunctions that shows similarity or close relationship- and, also, besides, as well as, but also, 2. Conjunctions that show contrast- but, yet, still, though, although, etc.	1. Explains the features of conjunctions. 2. Guides students to identify prepositions in given sentences. 3. Guides students to make sentences with conjunctions.	1. Identify conjunctions in given sentences and passages. 2. Identify the functions of conjunctions. 3. Make sentences with conjunctions.	1. Passages 2. Sentence strips 3. Story books 4. Magazines/ newspaper cuttings.	Students to: 1. identify correctly conjunctions from sentences. 2. list functions of conjunctions. 3. make sentences with conjunctions.
	RECOMMENDED LITERATURE TEXT	Students should be able to: 1. read the text. 2. discuss different roles played by characters. 3. write short notes on the characters.	1. A plot i.e. summary of the text. 2. Presentation and discussion on characters in the text.	1. Reads some chapters. 2. Gives the summary of the story. 3. Leads students to make character analysis of characters in the text.	1. Read the text. 2. Discuss and answer. questions on the roles played by different characters in the text.	1. Recommended literature text. 2. Course book 3. Any other relevant literature text book.	Students to: 1. read the text. 2. discuss characters intelligently. 3. write short notes on characters.

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10	READING						
	Reading comprehension	Students should be able to: 1. read a given passage. 2. answer specific questions.	1. Reading and answering specific questions that requires them to make projections. 2. Questions that elicit students opinion.	1. Selects a suitable contemporary passage. 2. Discuss suitable comprehension questions on selected passage. 3. Groups students for the purpose of practice.	1. Read selected passage. 2. Respond to teacher's questions on passage read. 3. Work in groups developing and answering questions on given material.	1. Selections from other subject area. 2. Recommended text. 3. Supplementary readers.	Students to: 1. read a given passage. 2. answer questions correctly.

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	WRITING Composition Writing: Descriptive	Students should be able to: 1.read through the topic. 2. jot down main and supporting ideas. 3. write the causes of drug abuse. 4. state the effects of drug abuse.	1. Definition of drug abuse. 2. Causes of drug abuse. 3. Effects of drug abuse in the society.	1.Leads students to read the passage on drug abuse. 2. Guides students to trace the causes of drug abuse. 3. State the effects of Drug Abuse.	1 Listen to the teacher’s presentation of the passage. 2. Participate in the tracing of the causes of drug abuse. 3. Write down the effects of drug abuse.	1. Relevant passage on the topic. 2. Any other relevant resources.	Students to 1. explains the causes of drug abuse. 2. state four effects of drug abuse in the society.
	LISTENING AND SPEAKING Consonants /s/ and / /	Students should be able to: 1. listen to and produce speeches with reference to consonants /s/ and / /. 2. identify the consonants in given sentences and passages.	1. Various sentences and passages should form the content. 2. /s/ and / / e.g. Machine, measure, wish, visual, chalet, revision, social, vision, ocean , usual, shall, leisure, etc.	1. Guides students to orally produce consonants. 2. Leads students to identify consonants in given sentences and passages. 3. Guides students to produces speeches correctly.	1. Listen to the teacher and imitate the production of consonants. 2. Repeat after teacher during drills. 3. Identify consonants in given sentences and passages.	1. Flashcards 2.Sentence strips 3. Recorded materials e.g. audio and video tapes 4. recommended text.	Students to: 1. produce speeches with consonants /s/ and / /. 2. identify the consonants in given sentences and passages.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	GRAMMATICAL ACCURACY The simple past.	Students should be able to: 1. give the simple past of given verbs. 2. complete sentences with appropriate verbs.	1. The simple past is used to talk and write about actions, events and states before the present time. 2. Ed look-looked -d love – loved -y carry – carried.	1. Explains the features of the simple past tense. 2. Guides students to give the simple past tense of verbs. 3. Leads students to complete sentences with appropriate verbs.	1. Identify the features of the simple past. 2. Give the simple past of given verbs. 3. Complete sentences with appropriate verbs.	1. Passages. 2. Recommended text. 3. Supplementary readers. 4. Sentence strips.	Students to: 1. give the simple past of given verbs. 2. complete sentences with appropriate verbs.
	LITERATURE Recommended Literature text	Students should be able to: 1. read concluding chapters. 2. discuss moral lessons of the story. 3. write down moral lessons of story.	1. Summary of the story. 2. Discussion on moral lessons of the story.	1. Guides the students to summarise the story. 2. Leads them to discuss moral lesson. 3. Guides them to write down these lessons.	1. Discuss the plot summary. 2. Participate in the discussion of moral lessons. 3. Write down moral lessons into note books.	1. Recommended literature text. 2. Supplementary readers. 3. Others relevant resources.	Students to: 1. read chapters from text. 2. discuss moral lessons. 3. write down moral lessons of the story.
REVISION							
EXAMINATION							

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Reading for main ideas	Students should be able to: 1. read a given passage. 2. identify and extract the main ideas from given passage.	1. Main ideas from a selected passage, a prose or poem 2. Positioning of main ideas in given passage: beginning, middle or end.	1. Selects appropriate passage. 2. Explains the meaning of main ideas. 3. Gives examples 4. Guides students to identify and extract main ideas from given passage	1. Pay attention to the teacher. 2. Read selected passage or material provided. 3. Practice identifying main ideas from the passage.	1. Recommended text. 2. Supplementary readers. 3. Other resources.	Students to: 1. read the given passage. 2. identify main ideas from a given passage.
	WRITING Writing to highlight main and supporting ideas	Students should be able to: 1. read through a topic. 2. jot down main and supporting ideas as they occur. 3. arrange the ideas in a logical sequence. 4. write appropriate introduction and conclusion.	1. A story or passage. 2. Arrangement of ideas in logical sequence with introduction and conclusion.	1. Presents story or passage 2. Give students examples. 3. Leads the students to identify main and supporting ideas. 4. Leads them to re-arrange all ideas produced in logical sequence.	1. Read the story or passage provided. 2. Identify the outline of story on passage. 3. Write down main and supporting ideas 4. Arrange ideas in logical sequence.	1. Model essays. 2. Story books. 3. Passages. 4. Recommended text. 5. Other subject areas.	Students to: 1. read given materials accurately. 2. jot down main and supporting ideas. 3. arrange ideas in logical sequence. 4. write a correct introduction and conclusion.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LISTENING AND SPEAKING Consonant clusters	Students should be able to 1. listen to and identify consonant clusters in passages. 2. listen to and produces speeches paying attention to consonant clusters. 3. write sentences containing clusters.	Consonant clusters e.g. desks, asks, sickle, plants, subject, barns, drive, school, respect, sprinkle, attacked, string, throw, please, principle.	1. Guides students to identify consonant clusters in sentences and passages. 2. Dictates short sentences containing consonant clusters. 3. Directs students to tell stories, paying attention to consonant clusters.	1. identify consonant clusters in sentences and passages. 2. write sentences containing the sounds 3. Tell stories paying attention to consonant clusters.	1. Language games 2. Poems 3. sentence strips, 4. Other relevant resources.	Students to: 1. identify consonant clusters in sentences and passages. 2. produce speeches with consonant clusters correctly. 3. write sentences containing clusters.
	GRAMMATICAL ACCURACY The simple present tense	Students should be able to: 1. identify the simple present tense of a verb. 2. work on exercises using the simple present tense. 3. make sentences with tenses kin the simple present.	1. Uses of the simple present tense. i. To express habitual actions e.g. Sule goes to school every day. ii. To express eternal truth e.g. The sun sets in the west.	1. Guides students to identify the simple present tense in passages. 2. Guides students to work on exercises using the simple present tense 3. Leads students to make sentences with tenses in the simple present.	1. Read materials provided by the teacher. 2. Identify the simple present tense of verbs in passages. 3. Work on exercises 4. Make sentences with tenses in the simple present.	1. Given passage 2. Sentence strips 3. Recommended text 4. Course book	Students to: 1. identify tenses in passages. 2. work on exercises. 3. make sentences with tenses in the simple present.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LITERATURE Drama	Students should be able to: 1. define drama. 2. list the types of drama. 3. explain the types of drama.	1. Definition of drama. 2. Types of drama - comedy - tragedy - tragic-comedy.	1. Leads students to define drama. 2. Leads students to discuss types of drama. 3. Explains the different types of drama with example.	1. Listen attentively to the teacher. 2. Identify different types of drama. 3. Participate in the discussion on different types of drama.	1, Write plays 2. Recommended drama text. 3. Any other relevant materials.	Students to: 1. define drama. 2. list types of drama. 3. explain types of drama.
2	READING						
	Reading for supporting ideas	Students should be able to: 1. identify supporting ideas in selected passages. 2. identify key words and expressions that signal details.	1. Supporting ideas from a selected passage. 2. Differentiating between main and supporting ideas in a given passage.	1. Select appropriate passage for practice. 2. Explains and illustrates the meaning of supporting ideas. 3. Guides students to identify supporting ideas.	1. Practice with materials provided by the teacher. 2. Rea selected material. 3. Practice identifying supporting ideas from a passage.	1. Recommended text. 2. Supplementary readers. 3. Selection from other subject areas.	Students to: 1. identify accurately supporting ideas from passages. 2. identify correctly key words and expressions that signal details.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LISTENING AND SPEAKING Consonant clusters	Students should be able to: 1. listen to and identify consonant clusters in passages. 2. produce speeches paying attention to consonant clusters.	1. Sentences and passages should form the content for identifying consonant clusters. 2. Consonant clusters e.g. trick, strive, thrive, truth, amplify, apple, tactile, splash, spread, struggle, streams, strong.	1. Guides students to identify consonants in sentences and passages. 2. Dictates short sentences containing consonant clusters. 3. Directs students to tell stories.	1. Identify consonant clusters in sentences and passages. 2. Write sentences containing the sounds. 3. Tell stories paying attention to consonant clusters.	1. Language games 2. Poems. 3. Sentence strips. 4. Other relevant resources.	Students to 1. identify consonant clusters in sentences and passages. 2. produce speeches with consonant clusters correctly. 3. write sentences containing clusters.
	WRITING Continuous writing (Narrative)	Students should be able to: 1. express themselves concisely and accurately through a few paragraphs of narrative compositions. 2. write punctuated sentences for a narrative composition.	1. A narrative composition A few paragraphs on memorable events, incidents, and experiences e.g. A day at the zoo. 2 Well punctuated sentences, tenses mostly in the past.	1. Stresses the importance of the correct usage of punctuation, simple past sentences, etc. 2. Guides students to develop paragraph and link them together	1. Listen attentively to what is being taught. 2. Write down two or three paragraphs which should be connected. 3. Write a narrative composition on a given topic	1. Passages 2. Supplementary readers. 3. Stories	Students to: 1. express themselves accurately through a few paragraphs. 2. write correct well punctuated sentences for a narrative composition.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	GRAMMATICAL ACCURACY The present past	Students should be able to: 1. give the simple past of given verbs. 2. make sentences with simple past tenses.	1. The simple past is used to talk and write about actions, events and states before the present time. 2. Ed play-played -d praise-praised -y hurry-hurried.	1. Explains the features of the simple past tense. 2. Guides students to give the simple past tense of verbs. 3. Leads them to make sentences with simple past tenses.	1. Identify the features of the simple past. 2. Give the simple past of given verbs. 3. Make sentences with simple past tenses.	1. Passages 2. Recommended text. 3. Supplementary readers. 4. Sentences strips.	Students to: 1. give the simple past of given verbs. 2. make sentences with simple past tenses.
	LITERATURE Drama: features	Students should be able to: 1. identify the features of drama. 2. explain the features of drama.	Features of drama. - Theme - Stage - Costumes - Play director - Audience - Performance	1. Guides students to identify the features of drama 2. Leads them to discuss the features of drama.	1. Identify the features of drama. 2. Participate in the discussion on features of drama.	1. Recommended text. 2. Course book 3. Any other relevant material.	Students to: 1. correctly identify the features of drama. 2. explain the features of drama.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	READING						
	Reading to interpret sketches/maps	Students should be able to: 1. read and interpret sketches accurately. 2. make meaning from spatial descriptions. 3. identify how a given sketch or diagram clarifies written material.	1. Reading to interpret diagrams and sketches accurately. 2. Making meaning from spatial descriptions. 3. Identifying how a given diagram clarifies or complement written material.	1. Present materials in form of passages, maps, sketches for student's analysis and description. 2. Guides students to associate sketches with written texts. 3. Guides students to anticipate questions that could emerge from given texts or sketches.	1. Read selected materials and answer questions to guide interpretation. 2. Practice associating sketches with written texts. 3. Work in groups or pairs to anticipate, ask and answer questions that emerge from given texts and sketches. 4. Practice identifying paragraphs with appropriate sketches.	1. Selected sketches, passages, maps. 2. Selections from subject areas. 3. Advertisements, etc.	Students to: 1. read and interpret maps and sketches accurately. 2. explain appropriately, illustrations/maps or sketches provided by the teacher. 3. provide appropriate illustrations for given paragraph.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	WRITING Descriptive Composition	Students should be able to: 1. read through the topic. 2. jot down main and supporting ideas. 3. write the history of the Federal Road Safety Commission 4. state the aims of the FRSC.	1. The history of the FRSC. 2. Aims of the FRSC.	1. Leads students to read the passage on Federal Road Safety Commission. 2. Guides students to trace the history of FRSC. 3. States the aims of the FRSC.	1. Listen to teacher's presentation of the passage. 2. Participate in tracing the history of the FRSC. 3. Write down the aims of the FRSC as stated by the teacher.	1. Relevant paragraph on the topic. 2. Other literature e.g. FRSC Act.	Students to: 1. explain the history of the FRSC. 2. state three aims of the FRSC.
	LISTENING SPEAKING Diphthongs	Students should be able to: 1. identify diphthongs in passages. 2. listen to and produce different speeches with reference to diphthongs.	1. Sentences and passages should form the content for identifying diphthongs. 2. Diphthongs e.g. /ei/ as in Mary, gate, days. /ou/ as in so, go, no, /ɔi/ as in oil, boys, coil.	1. Guides students to identify diphthongs in sentences and passages. 2. Dictates short sentences containing diphthongs. 3. Directs students to tell stories.	1. Identify diphthongs in sentences and passages. 2. Write sentences containing the sounds. 3. Tell stories paying attention to diphthongs.	1. Language games 2. poems 3. Sentences strips	Students to: 1. identify diphthongs in sentences and passages. 2. produce speeches with diphthongs correctly. 3. write sentences containing diphthongs.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	GRAMMATICAL ACCURACY Tenses: The Future	Students should be able to: 1. identify the future tenses in a passage. 2. make sentences with the tenses.	1. Identify features of future tenses from passages on - peace and dialogue - Human rights - Value orientation.	1, Guides students to read the given passage. 2. Guides them to identify future tenses. 3. Guides students to make sentences with future tenses.	1. Read the given passage. 2. Identify the future tenses from the passages. 3. Make sentences using future tenses.	1. Given passages 2. Course book 3. Sentence strips 4. Other relevant texts.	Students to: 1. identifying tenses correctly. 2. make sentences correctly using the tenses.
	LITERATURE Figures of speech: Similes and Metaphors	Students should be able to: 1. define figures of speech. 2. identify similes and metaphors in sentences. 3. use similes and metaphors correctly. 4. turn similes to metaphor and vice versa.	1. Definition of figures of speech. 2. Similes and metaphors. - use of comparisons. - similes and metaphor -she is as red as a rose - she is a red rose	1. Use the chalk board work from which pupils will prepare their own list. 2. Leads students to identify similes and metaphors in passages. 3. Guides the students to identify similes and metaphor in speech.	1. Construct sentences with similes. 2. Give their own list of similes and metaphors. 3. Turn similes to metaphors. 4. Prepare new similes with teacher's guide.	1, Sentence strips 2. wall chart 3. course books 4. Other relevant resources.	Students to: 1. identify similes and metaphors In Sentences. 2. use similes and metaphors correctly.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	READING						
	Reading to answer specific questions	Students should be able to: 1. read a given passage. 2. answer specific questions.	Questions should be drawn from passages on contemporary issues highlighting - knowledge level - Translation level - Interpretation level - Projection level.	1. Selects suitable contemporary passage. 2. Draws suitable comprehension questions on selected passages. 3. Groups students for purpose of further practice.	1. Read selected passage. 2. Respond to teacher's questions. 3. Work in groups developing and answering questions. 4. Answer specific questions.	1. Selections from other subject areas. 2. Recommended text. 3. Supplementary readers.	Students to: 1. read passage accurately. 2. answer specific questions.
	WRITING Descriptive Composition	Students should be able to: 1. express themselves accurately through descriptive types of composition. 2. write punctuated sentences on a given topic.	1. Elements of composition: - introduction - body - conclusion 2. Arrangement of ideas in logical sequence. 3. Development of outline to full. 4. Writing a composition on any of the following: -my school compound -the library	1. Discusses the language devices most appropriate for descriptive essays. 2. Guides students to develop paragraphs on given topic. 3. Stresses the use of well punctuated sentences in the past or present.	1. Listen attentively to the teacher. 2. Produce a draft introduction, body and conclusion. 3. Review the draft. 4. Write a descriptive composition topic given.	1. Selected topics 2. Passages 3. Supplementary readers. 4. Feature articles.	Students to 1. express them accurately through descriptive type of essay. 2. write well punctuated sentences on a given topic.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LISTENING AND SPEAKING Diphthongs	Students should be able to: 1. identify diphthongs in passages. 2. listen to and produce different speeches with reference to diphthongs.	1. Sentences and passages should form the content for identifying diphthongs. 2. Diphthongs e.g. /i / ears, fear, idea /e / chair, hair /ei/ stay, bait	1. Guides students to identify diphthongs in sentences and passages. 2. Dictates short sentences containing diphthongs. 3. Directs students to write down sentences.	1. Identify diphthongs in sentences and passages. 2. Copy sentences written by teacher. 3. Write their own sentences paying attention to diphthongs.	1. Short passages 2. Poems. 3. Sentence strips.	Students to: 1. identify diphthongs in sentences and passages. 2. produce speeches with diphthongs correctly. 3. write their own sentences.
	GRAMMATICAL ACCURACY Adverbials	Students should be able to: 1. identify adverbials in sentences. 2. make sentences with adverbials.	Adverbials e.g. -Frequency: always, often, everyday - Intensifiers e.g. so, such, very. - Manner e.g. polite rude.	1. Guides students to identify adverbials in sentences. 2. Guides students to make sentences with adverbials.	1. Read the sentences 2. Identify adverbials in sentences. 3. Make sentences with adverbials.	1. Given sentences. 2. Sentence strips. 3. Course book. 4. Recommended text.	students to: 1. identify correctly adverbials. 2. make sentences using adverbials.
	LITERATURE Drama: Recommended text	Students should be able to: 1. read the text 2. identify props and costumes 3. list out moral lessons	1. Reading of the text 2. Identification of some props and costumes 3. Moral lessons	1. Guides students to read the text aloud paying attention to diction 2. Leads them to identify props/costumes 3. Guides them to identify mal lessons	1. Read the text 2. identify props and costumes 3. identify moral lessons	1. Recommended texts 2. Any other relevant materials	students to: 1. correctly read the text 2. identify props and costumes 3. list out moral lessons

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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5	Reading to follow direction in written communication	Students should be able to: 1. read given selections in order to follow direction. 2. identify key words in the passage that signal direction. 3. blend reading material with related sketch.	1. Reading to follow direction in written communication. 2. Identifying key words in the passage that signal direction. 3. Blending material with related sketch.	1, Selects appropriate materials. 2. Guides students to identify possible instructions or directions. 3. Guides students to identify keywords that signal directions. 4. Prepares directions for students to follow.	1. Read materials presented by the teacher. 2. Practice identification of words related to directions e.g. moving from left to right, east to west, etc. 3. practice identification of direction in response to teacher's prompting.	1. Selected passages. 2. Invitation cards 3. maps 4. selections from other subject areas.	Students to: 1. respond correctly to questions that are instruction based. 2. prepare accurately directives: from their classroom to the principal's office from their homes to the market.
	WRITING Descriptive Composition	Students should be able to: 1. read through the topic. 2. jot down main and supporting ideas. 3. arrange the ideas in a logical sequence 4. write a composition on a given topic.	Descriptive composition: - a market in my town. - the game I love best.	1. Guides students to jot down main and supporting ideas 2. Leads them to arrange ideas in a logical sequence 3. Guides students to write a descriptive composition.	1. Jot down main and supporting ideas. 2. Arrange ideas in a logical sequence 3. Write a descriptive composition	1. Recommended text. 2. Pictures/ drawings 3. Other relevant resources.	Students to: 1. jot down main and supporting ideas. 2. arrange ideas in logical sequence. 3. write a descriptive composition on a given topic.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	Listening and speaking word boundaries	Students should be able to: 1. listen to different speeches paying attention to words boundaries. 2. identify word boundaries in passages.	Word boundaries e.g. linking sounds. - Matter of, fore-head, go-away, order of merit, butter and bread, leader of, pair of, fear of God.	1. Engages students in pair activities with reference to word boundaries 2. Organizes class discussions/play lets 3. Provide cues 4. initiates activities 5. responds to students' cues.	1. Participate in discussion/ play lets, drama using question tags. 2. Follow cues 3. participate in activities. 4. Initiate cues.	1. Language games. 2. Poems. 3. sentence strips 4. Other relevant resources e.g. pictures, real drawings, as bases for activities.	Students to: 1. identify correctly and produce accurately words boundaries. 2. use them effectively in sentences.
	GRAMMATICAL ACCURACY Adverbials	Students should be able to: 1. identify adverbials in a sentence. 2. make sentences with adverbials.	1. identify features of adverbials from passages on - peace and dialogue. - human rights - value orientation	1. Guides students to read the given passage 2. Guides them to identify adverbials 3. Guides students to make sentences with adverbials	1. Read the passage given to them. 2. Identify the adverbials in the passage.	1. Given passages 2. Course book 3. Sentence strips 4. Other relevant texts.	Students to: 1. identify correctly adverbials in passages. 2. make correct sentences using adverbials.
	LITERATURE Recommended text (Drama)	Students should be able to: 1. read the text 2. answer questions based on the acts read 3. summarise the pages read.	1. Reading of the text. 2. Discussion on the act and scene. 3. Summary of the pages read.	1. Guides students to read the text. 2. Leads them to discuss the story 3. Guides them to summarise the pages read.	1. Read the recommended text. 2. Participate in discussion during acts. 3. Summarise what has been read.	1. Recommended text. 2. Selected plays 3. Other relevant materials.	Students to: 1. correctly read the text. 2. summarise acts into their notes.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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6	READING						
	Reading to understand author's mood	<ol style="list-style-type: none"> 1. identify the author's mood through words and expressions. 2. read between line with a view to detecting hidden attitude. 3. identify the general impression created by the author's manner of presentation. 	Reading a selected passage to understand author's mood e.g. anger, happiness, doubt, disappointment, suspicion, excitement, etc.	<ol style="list-style-type: none"> 1. Select materials and presents them for teachers to read 2. Guides students to identify author's mood through words and expressions 3. Guides students to read between the lines with a views to detecting hidden attitudes 	<ol style="list-style-type: none"> 1. Read materials ;provided 2. Identify author's mood through words and expressions from the passage 3. Read between the lines in order to detect author's hidden attitudes 	<ol style="list-style-type: none"> 1. Recommended text 2. Supplementary readers 3. Newspapers and magazine cuttings 	Students to: <ol style="list-style-type: none"> 1. identify correctly words and expressions that point to author's mood 2. identify underlying hidden meaning/attitudes 3. identify accurately the author's of presentation
	WRITING Descriptive composition	Students should be able to: <ol style="list-style-type: none"> 1. read through the topic. 2. jot down main and supporting ideas 3. arrange the ideas in a logical sequence. 4. write a composition on a given topic. 	Descriptive composition: <ul style="list-style-type: none"> - a market in my town. - the game I love best. 	<ol style="list-style-type: none"> 1. Guides students to jot down main and supporting ideas. 2. leads them to arrange ideas in a logical sequence. 3. Guides students to write a descriptive composition. 	<ol style="list-style-type: none"> 1. Jot down main and supporting ideas. 2. Arrange ideas in a logical sequence. 3. Write a descriptive composition. 	<ol style="list-style-type: none"> 1. Recommended text. 2. Pictures/drawings 3. Other relevant resources. 	Students to: <ol style="list-style-type: none"> 1. jot down main and supporting ideas. 2. arrange ideas in logical sequence. 3. write a descriptive compositions on a given topic.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	Listening and speaking compound words	Students should be able to: 1. listen to different speeches paying attention to compound words. 2. identify compound words in passages.	Compound words e.g. blackboard, ice-cream, swimming pool, lifelong, age old, teapot, classroom, night flight, return ticket, etc.	1. Engages students in pair activities with reference to compound words. 2. Organizes class discussion/playlet. 3. provide cues 4. initiates activities 5. Responds to student cues.	1. Participate in discussion/playlets, drama using question tags. 2. follow cues 3. Participate in activities. 4. Initiate cues.	1. Language games 2. Poems 3. Sentence strips 4. Other relevant resources.	Students to: 1. identify correctly and produce accurately. compound words 2. use them effectively in sentences.
	GRAMMATICAL ACCURACY Question Tags	Students should be able to: 1. identify question tags in sentences and passages. 2. complete sentences using appropriate question tags.	Question tags are statements which end with words like isn't, won't, have, etc. When asking a question, the speaker usually expects a positive or negative response. Example; - You won the game, didn't you? - Ada was in school wasn't she?	1. Guides students to identify question tags in sentences and passages. 2. Engages students in pair activities with reference to questions and their tags. 3. Leads students to complete sentences using appropriate questions tags.	1. Identify question tags in sentences and passages. 2. Participate in class activities using question tags. 3. Work on completing sentences using appropriate questions tags.	1, Recommended text. 2. Course book 3. Sentence strips 4. Language games.	Students to: 1. identify question tags from sentences and passages. 2. complete sentences using appropriate question tags.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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	LITERATURE Recommended text	Students should be able to: 1. read text 2. dramatize a given scene 3. identify essential props/costumes in the play.	1. Read the text 2. Dramatization of a scene. 3. Props/costumes.	1. Guides students to read and dramatize a given scene 2. Leads them to identify props/costumes.	1. Read selected scene. 3. Participate in dramatization. 3. Identify props/costumes.	1. Recommended text. 2. Appropriate costume and prop. 3. Any other relevant material.	Students to: 1. correctly read and dramatize a given scene successfully. 2. identify props and costumes .
7	Reading Comprehension	Students should be able to: 1. read a given passage. 2. answer questions drawn from the passage.	Reading to answer questions from selected passages on: - health issues and epidemics e.g. HIV/AIDS, malaria, polio, tetanus, cleanliness, meningitis, etc.	1. Selects appropriate passage. 2. Asks students to read selected passage in class. 3. Guides students to answer questions drawn from the passage.	1. Read selected passage. 2. Ask questions for clarification. 3. Answer questions from passage.	1. Recommended text. 2. Supplementary readers. 3. Selections from other subject area.	Students to: 1. read the given passage correctly. 2. answer questions correctly.
	WRITING Composition Writing	Students should be able to 1. read through the topic. 2. jot down main and supporting ideas. 3. write on the issue of HIV/AIDS 4. state the causes of HIV/AIDS.	1. Te subject of HIV/AIDS. 2. The causes And effects of HIV/AIDS.	1. Leads students to read the passage on HIV/AIDS. 2. Guides students to trace the causes of HIV/AIDS. 3. States the effects of HIV/AIDS.	1. Listen to the teacher's presentation of the passage 2. Participate in tracing the causes of HIV/AIDS 3. Write down the effects of HIV/AIDS.	1. Relevant passages on the topic. 2. Other relevant resources.	Students to: 1. explain the causes of HIV/AIDS. 2. state three effects of HIV/AIDS.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	Listening and speaking: Phrases	Students should be able to: 1. listen to different speeches paying attention to phrases. 2. identify phrase in sentences and passages. 3. use phrases in making sentences.	Phrases e.g. a company of friends, a man of the people, a crop of ideas, a queue of traffic, a team of players, a baskets of fruits, a set of furniture, etc.	1, Engaged students in pair activities with reference to phrases 2. Organizes class discussion. 3. Provides cues 4. Initiates activities 5. Responds to students' cues.	1. Participate in discussion 2. Follow cues 3. Participate in activities 4. Initiate cues.	1. Language games 2. Poems 3. Sentence strips 4. Other relevant resources.	Students to: 1. identify and produce different speeches with phrases. 2. use phrases effectively in sentences.
	GRAMMATICAL ACCURACY Active and passive voice	Students should be able to: 1. identify active and passive voices. 2. change active voices to passive voices.	1. A sentence is in the active voice when the subject is at the beginning of a sentence e.g. - The dog bit me -Ada ate the food 2. A sentence is in the passive voice when the object is at the beginning of a sentence, e.g. - I was bitten by the dog - The food was eaten by Ada	1, Leads students to identify active and passive voice. 2. Engages students to discuss the active and passive voice. 3. Leads them to change active voice to passive voice.	1. Listen attentively to the teacher. 2. Participate in class discussion. 3. Answer questions in class 4. Change active voice to passive voice.	1. Various passages. 2. Course book. 3. Supplementary readers. 4. Recommended text.	Students to: 1. identify active and passive voice. 2. correctly change active voice to passive voice.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LITERATURE: Recommended text	Students should be able to 1. read the text. 2. identify the themes and features of the text.	1. Reading of the text 2. Features of the text 3. Themes of the story.	1. Guides students to read the play. 2. Leads them to discuss the features. 3. Lead them to discuss the story and the themes.	1. Read the text in class. 2. Discuss the story. 3. Identify the features and the themes of the story.	1. The recommended play. 2. Course book 3. Other relevant material.	Students to: 1. read the text. 2. identify the features of the text. 3. explain the themes of the story.
8	READING						
	Reading comprehension	Students should be able to 1. read a given passage. 2. answer questions drawn from the passage.	Reading to answer questions from selected passages on: - transportation - safety on the roads - corruption - drug abuse	1. Selects appropriate passage. 2. Asks students to read selected passage in class. 3. Guides students to answer questions drawn from the passage.	1. Read selected passage. 2. Ask questions for clarification. 3. Answer questions from passage.	1. Recommended text. 2. Supplementary reader. 3. Selections from other subject area.	Students to: 1. read the given passage correctly. 2. answer questions correctly.
	Writing: Formal letter	Students should be able to: 1. identify types of letters. 2. write a formal letter.	Letter writing: 1. formal letters 2. format of the formal letter.	1. Guides students to identify the formal letter. 2. Leads students to discuss the format of a formal letter. 3. Guides students to write a formal letter.	1. Identify the formal letter. 2. Discuss the format of a formal letter. 3. Write a formal letter.	1. Sample letter (formal). 2. Newspaper, magazine cuttings. 3. Textbooks.	Students to: 1. identify the formal letter. 2. write a formal letter correctly.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	GRAMMATICAL ACCURACY Questions and questions tags	Students should be able to: listen to different speeches with particular reference to questions and their tags.	1. Questions and their tags e.g. Okoro: teachers are always punctual, aren't they? Ibrahim: yes, they are. -Teacher: Okocha is the best footballer in Africa, isn't he? Students: Yes, he is	1. Engages students in pair activities with reference to questions and their tags. 2. Organizes class discussions. 3. Provides cues 4. Initiates activities 5. Responds to students cue.	1. Participate in discussion using question tags. 2. Follow cues 3. Participate in activities.	1. Language games 2. Poem 3. Sentences strips 4. other relevant resources e.g. pictures, real drawings, as bases for activities.	Students to: respond correctly to statements utterances with reference to question tags.
	GRAMMATICAL ACCURACY Active and Passive verbs	Students should be able to: 1. identify the active and passive verbs. 2. list active and passive verbs. 3. make sentences with active and passive verbs.	1. Identification of active and passive verbs from passages on: preventing HIV/AIDS - War against cultism - Dangers of examination malpractice - Drug abuse etc. 2. Making sentences using active and passive verbs.	1. Leads students to read the given passages. 2. Guides them to identify the active and passive forms of verbs in the passages. 3. Leads them to light the active and passive verbs. 4. Guides them to make sentences using active and passive verbs.	1. Read the given passage. 2. Identify active and passive verbs. 3. List the active and passive verbs. 4. Make sentences with active and passive verbs.	1, Various passages 2. Substitution tables. 3. Course book 4. Supplementary readers. 5. Magazines/newspaper cuttings.	Students to: 1. identify correctly active and passive verbs in given passages. 2. make correct sentences using active and passive verbs.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LITERATURE Drama: Recommended text	Students should be able to: 1. read the text. 2. list out moral lessons. 3. write down moral lessons.	1. Reading of the text. 2. Discussion on the moral lesson of the story.	1. Guides student to read the text aloud paying attention to diction 2. Leads the students to discuss the moral lessons. 3. Guides them to write down moral lesson into their notes.	1. Read the text 2. Participate in the discussion in moral lessons of the story 3. Write down moral lessons.	1. Recommended text 2. Any other relevant text book	Students to: 1. correctly read the text 2. List out moral lessons 3. write down moral lessons
9	READING						
	Reading comprehension	Students should be able to: 1. read given passages. 2. pronounce difficult words. 3. use new words in making sentences.	Reading from selected passages on - corruption - tribalism - drug abuse - child labour and trafficking.	1. Selects appropriate passages and materials. 2. Asks students to read passage in class. 3. Asks students to pick out difficult words. 4. Guides students to look up new words from diction.	1. Read selected passages and materials provided. 2. Pick out new words from passage. 3. Look up new words from the dictionary. 4. Make sentences with new words.	1. Selected passage and materials. 2. Recommended texts. 3. Magazines and Newspaper cuttings.	Students to: 1. read passage correctly. 2. pronounce difficult words correctly. 3. make sentences with new words.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	WRITING (Informal letter)	Students should be able to: 1. identify the format of an informal letter. 2. write an informal letter.	Letter writing: 1. Type - informal letter 2. Write a letter to your friend telling him/her about your new school	1. Guides students to identify the format of an informal letter 2. Leads students to discuss the topic 3. Guides students to write on the given topic	1. identify the format of an informal letter 2. Discuss the format of an informal letter 3. Write an informal letter on the given topic	1. Sample letters 2. Recommended text 3. Other sources	Students to: 1. identify the format of an informal letter 2. write an informal letter correctly
	GRAMMATICAL ACCURACY Question and question tags	Students should be able to: 1. identify question tags in passages. 2. listen to different speeches with to questions and their tags.	Questions and their tags. John: The president of Nigeria is a powerful man, isn't he? Mary: Yes, he is John: Some drivers drive too fast, don't they? Mary: Yes, they do.	1. Engages students in pair activities with reference to questions and their tags. 2. Organizes class discussions. 3. provides cues 4. initiate activities 5. Responds to students' cues.	1. Participate in discussion using tags. 2. Follow cues 3. Participate in activities 4. Initiate cues.	1. Language games 2. :Poems 3. Sentences strips 4. Other relevant resources e.g. pictures and real drawings.	Students to: 1. identify question tags from passages. 2. respond correctly to statements and utterances with reference to questions tags.
	GRAMMATICAL ACCURACY Adverbial phrases	Students should be able to: 1. identify adverbial phrase in passages. 2. complete sentences with appropriate adverbial phrases.	1. Identify adverbial phrases from passages. 2. Adverbial phrases e.g. – the pupils did their work <u>in a hurry</u> - The game was called off <u>owing to bad weather</u>	1. Guides students to read passage. 2. Guides them to identify adverbial phrases in a passage. 3. Leads students to complete sentences with appropriate adverbial phrases.	1. Read the given passage. 2. Identify the adverbials from given passage. 3. Complete sentences using appropriate adverbial phrases.	1. Given passage 2. Course book. 3. Recommended book. 4. Sentence strips.	Students to: 1. identify adverbials correctly. 2. complete sentence with appropriate adverbial phrases.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LITERATURE Drama: Recommended text	Students should be able to: 1. read the text. 2. discuss the roles played by characters 3. write short notes on the characters .	1. A plot summary of the play. 2. Discussion of characters in the text.	1. Reads the concluding scenes 2. Gives a plot summary of the story. 3. Leads students to make character analysis of characters in the text.	1. Read the text. 2. Discuss and answer questions on the roles played by different characters in the text.	1. Recommended literature text. 2. Course book 3. Any other relevant literature text book.	Students to: 1. read the text 2. discuss characters intelligently. 3. write short notes on characters.
10	READING						
	Reading for main ideas	Students should be able to: 1. identify main ideas from given passages. 2. Differentiate between main and supporting ideas from a given passage.	1. Identifying main ideas in a given passage. 2. Positioning of main ideas in a given passage: beginning middle or end.	1. Selects a passage relating to corruption. 2. Guides students to read and reread the passage. 3. Guides students to identify main ideas.	1. Read and reread the passage 2. work in pairs or groups to identify main ideas 3. Write main ideas in exercise books	1. Selected passage 2. Pictorial aids 3. Course book	Students to: 1. identify accurately main ideas. 2. differentiate between main and supporting ideas.
	WRITING Formal letters	Students should be able to: 1. identify the format of a formal letter. 2. write a formal letter.	Letter writing - Types (formal letter). 2. Write a letter to your principal giving reasons why you should be exempted from manual labour.	1. Guides students to identify the format of a formal letter. 2. Leads students to discuss the topic 3. Guides students to write on the given topic.	1. Identify the format of a formal letter. 2. Discuss the format of a formal letter. 3. Write a formal letter on the given topic.	1. Sample letters. 2. Recommended text. 3. Other sources	Students to 1. identify format of a formal letter. 2. Write a formal letter correctly.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	LISTENING AND SPEAKING Weak Forms	Students should be able to: listen to different speeches with particular reference to weak forms.	Weak forms – / / is a soft or weak vowel that we hear in unstressed syllables. e.g. <u>a</u> bout <u>a</u> gain <u>a</u> way <u>a</u> rrived	1. Guides students to identify weak forms of vowels in speeches. 2. Engages students in pair activities with reference to weak forms. 3. Organizes class discussions or play lets.	1. Identify the weak form of vowels in speeches. 2. Participate in discussion or play let. 3. Participate in activities.	1. Sentence strips 2. Recommended text. 3. Other relevant resources. 4. Language games.	Students to: identify weak forms correctly in speeches and selections.
	GRAMMATICAL ACCURACY Adverbial phrases	Students should be able to: 1. identify adverbial phrases in passages 2. complete sentences with appropriate adverbial phrases.	1. More on adverbial phrases 2. identify adverbial phrases in passages	1. Guides students to identify adverbial phrases in passages 2. Leads them to complete given sentences with appropriate adverbial phrases	1. Read the given passage. 2. Identify the adverbials from given passage 3. Complete sentences using appropriate adverbial phrases	1. Given passages 2. Course book 3. Recommended book. 4. Sentence strips.	Students to: 1. identify adverbials correctly. 2. complete sentences with appropriate adverbial phrases .
	LITERATURE Drama: Writing a simple play	Students should be able to: 1. identify the features of drama. 2. write a short play.	1. Features of Drama - theme, sage, costumes, play director, audience, performance. 2. Play writing.	1. Guides students to identify the features of drama. 2. Guides them to write a simple play.	1. Identify language feature (dramatization) 2. Write a simple play.	1. Selected plays from recommended texts. 2. Course book 3. Any other relevant materials.	Students to: 1. identify the features of drama correctly. 2. write a simple play.
11	REVISION						
12	EXAMINATION						

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SUB-THEME: NUMBERS AND NUMERATION WHOLE NUMBERS

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Whole Numbers	Students should be able to: 1. count and write in millions and billions. 2. apply the counting, writing and reading of large numbers in everyday life.	Counting in: 1. millions 2. billions	Leads students to: 1. writes in millions and billions. 2. guides students in counting, writing and reading in large quantities.	1. Count, write and read from 99,990 to 1,000,000 in tens and units count, write and read from 1,000,000 to 100,000,000 in hundreds and thousands.	1. Charts of numbers in millions and billions, flash cards, etc.	Students to: 1. count, write and read in millions and billion.
2	Whole Numbers	Students should be able to: 1. count and write in trillions. 2. solve problems in quantitative aptitude reasoning using large numbers.	Counting in: 1. trillions. 2. quantitative reasoning.	1. Uses counting charts to count in trillions. 2. Guides students in counting, writing and reading large numbers. 3. Leads students to solve some problems on quantitative aptitude.	1. Count, write and read in trillions. 2. Count, write and read in large quantities.	1. Charts of numbers in trillions and newspapers. 2. Flash cards, etc.	Students to: 1. count, write and read in trillions. 2. solve problems in quantitative aptitude using large numbers.
3	LCM	Students should be able to: 1. identify common multiples of two or more numbers. 2. find the LCM of whole numbers.	1. LCM of whole numbers.	Leads students to: 1. identify common multiples of two or more whole numbers. 2. solve problems involving LCM by (a) factor method (b) multiple method (c) index method.	1. Identify common multiples of given numbers. 2. Solve problems of two or three whole numbers using the three different methods.	1. Number charts	Students to: 1. find the common multiples of given whole numbers. 2. find the LCM of given whole numbers.

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WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	HCF	Students should be able to: 1. identify common factors of whole numbers. 2. find the HCF of whole numbers. 3. identify the difference between LCM and HCF. 4. solve problems on quantitative aptitude involving LCM and HCF of whole numbers.	1. HCF of whole numbers. 2. LCM and HCF of given whole numbers. 3. Quantitative reasoning.	Leads student to: 1. identifies common factors of two or more whole numbers using common factors and prime factor methods. 2. finds the HCF of some whole numbers e.g. HCF of 150 and 80. 3. identifies the difference between LCM and HCF. 4. guides students in prime factorization to express a given number as product of its prime factors e.g. $28 = 2 \times 14 = 2 \times 2 \times 7 \therefore$ The prime factors of 28 are 2 and 7. 5. lead students to solve problems on quantitative aptitude e.g. $28 \rightarrow 2^2 \times 7$ $84 \rightarrow ?$	1. Write common factors and highest common factors of a given set of numbers. 2. Express whole numbers as prime factors. 3. Solve some given problems to find the HCF of whole numbers. 4. Identify the difference between LCM and HCF. 5. Solve related problems on quantitative aptitude.	1. HCF charts containing worked examples. 2. HCF/LCM charts.	Students to: 1. find the HCF of given whole numbers. 2. express given whole numbers as product of their prime factors. 3. solve problems on quantitative aptitude involving LCM and HCF.

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WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Counting in Base 2	Students should be able to: 1. count in groups of twos. 2. convert base 10 numerals to binary numbers. 3. add and subtract two or three 3-digit binary numbers.	1. Counting in group of twos. 2. Converting numbers 1 -10 to base 2. 3. Addition and subtraction of numbers in base 2 numerals.	1. Guides students to prepare bundles in two and units, and use the bundles in counting in base two. 2. Uses bundles or piles to demonstrate conversion from base 10 to two e.g. 3 represents I bundle of two and 1 unit i.e. $3_{\text{ten}} = 11_{\text{two}}$. 3. Guides students to add and subtract in base 2.	1. Use bundle in too and units to repeat teacher demonstration for numbers 1 – 10. 2. Carry out addition and subtraction of two or three 3-digit numbers in base 2.	Charts, counters such as match sticks broom sticks bottle tops.	Students to: 1. convert given numbers in base 10 to numbers in base two numbers 2. prepare conversion chart of numbers 1-10 in base 10 to base 2.

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WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Fractions	Students should be able to: 1. identify equivalent fractions of any given fraction. 2. apply equivalent fraction in sharing of commodities e.g. food money etc. 3. solve problems in quantitative aptitude reasoning in equivalent fractions. 4. find equivalence of any given fraction.	i. Identifying Equivalent fractions. ii. Quantitative aptitude reasoning in equivalent fraction. iii. Equivalent fractions.	1. Leads students to recognize that $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$ are equivalent fractions i.e. $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$. 2. Guides students to apply the equivalent sharing of commodities e.g. food, money, etc. 3. Leads students to solve problems in quantitative aptitude involving fractions. 4. Guides students to discover the formula for obtaining an equivalent fraction of a given fractions e.g. $\frac{1}{2} = \frac{1 \times n}{2 \times n}$ where $n = 1, 2, 3, \dots$ 5. Leads the students to solve problems using the above formula.	1. Recognize that $\frac{1}{2}$ and $\frac{4}{8}$ are equivalent fractions. 2. Apply equivalent fractions in sharing commodities e.g. food, money, etc. 3. Solve problems on quantitative aptitude in equivalent fractions. 4. State and write the relationship or formula as given. 5. Solve problems using the given formula.	Charts of equivalent fractions. Charts of fractions flash, cards.	Students to: 1. solve problems on equivalent fractions. 2. solve problems on quantitative aptitude in equivalent fractions. 3. find equivalence of any given fraction using the given formula.

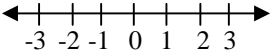
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WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Fractions	Students should be able to: 1. arrange given fractions either in ascending or descending order. 2. convert: i. fractions to decimal ii. decimals to fractions 3. convert: i. fractions to percentages ii. percentages to fractions.	1. Ordering of fractions. 2. Conversion of fractions to decimals and vice versa. 3. Conversion of fractions to percentages and vice versa.	1. Leads students to arrange given fractions in ascending or descending order of magnitude. 2. Leads students to convert fractions to decimals and decimals to fractions. 3. Guides students to convert fractions to percentages and percentages to fractions.	1. Arrange fractions in ascending or descending order. 2. Convert: (i) fractions to decimals, (ii) decimals to fractions. (iii) convert fractions to percentages and percentages to fractions.	Flash cards, conversion charts of percentages and fractions.	Students to: 1. solve problems on ordering of given fractions. 2. convert given fractions to decimals and decimals to fractions. 3. convert fractions to percentages and vice versa.

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WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Addition and Subtraction	Students should be able to: 1. add and subtract any given numbers correctly. 2. state the place value of each numbers in the sum or difference. 3. draw and use number line to illustrate directed numbers. 4. add and subtract positive and negative integers correctly on number line. 5. interpret and relate positive and negative numbers to everyday activities.	1. Addition and subtraction of numbers and place value. 2. Use of number line. 3. Addition and subtraction of positive and negative integers. 4. Everyday application of positive and negative integers.	1. Leads students to add and subtract any two numbers up to 4-digits. 2. Leads students to state the place value of each number in the sum or difference. 3. Guides students to use number line to illustrate directed numbers.  4. Guides students to perform the operation of addition and subtraction of positive and negative integers on the number line. 5. Demonstrates the applications of positive and negative integers by: - walking forward and backward. - reading temperatures above and below zero. - using banking deposits and withdrawals, etc.	1. Add and subtract any two numbers up to 4-digits and state the place value of the result. 2. Solve problems involving addition and subtraction of 4-digit numbers. 3. Use number line to illustrate directed numbers. 4. Perform the addition and subtraction of integers on the number line. 5. Demonstrate the use of number line. 6. Solve related problems on directed numbers.	Charts/flashcards, number line chart, number chart, bank statements of account, thermometer etc.	Students to: 1. add and subtract any two given numbers of not more than 4-digits. 2. state the place value of each of the sum or difference. 3. draw number line and locate numbers on number line. 4. add and subtract positive and negative numbers on the number line. 5. record the thermometer reading at intervals. 6. walk forward and backward.

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WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Addition and subtraction of fractions	Students should be able to: 1. solve given problems on addition and subtraction of fractions 2. solve word problems involving addition and subtraction of fractions.	1. Addition and subtraction of fractions. 2. Word problems on addition and subtraction of fractions.	1. Guide students to add and subtract fractions using diagrams and calculation. 2. Guide the students to add and subtract fractions with different denominators using diagrams and calculations. 3. Guides the students to add and subtract fractions with mixed numbers. 4. Guide students to recognize and solve combined addition and subtraction of fraction problems. 5. Guides the students to interpret and solve word problems.	1. Add and subtract fractions using diagrams and calculation. 2. Add and subtract fractions with different denominators using diagrams and calculation. 3. Add and subtract fractions with mixed numbers. 4. Solve combined addition and subtraction of fraction problems 5. Interpret and solve word problems on combined addition and subtraction of fractions.	1. Flash cards. 2. Fraction charts	

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WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Multiplication and Division of fractions.	Students should be able to: 1. solve problems on multiplication of fractions 2. solve problems on division of fractions. 3. solve word problems involving multiplication and division of fractions.	1. Multiplication of fractions. 2. Division of fractions. 3. Word problems involving multiplication.	Guide students to: 1. multiply and divide fractions using diagrams. 2. multiply and divide fractions using direct calculation. 3. multiply and divide mixed numbers by direct calculation 4. interpret and solve word problems involving multiplication and division of fractions.	1. Multiply and divide fractions using diagrams. 2. Multiply and divide fractions by direct calculation. 3. Multiply and divide mixed fraction by direct calculation. 4. Interpret and solve word problems involving multiplication and division of fractions.	Flash cards.	Students to: 1. multiply and divide given fractions using diagrams. 2. multiply and divide the given fractions by direct calculation. 3. multiply and divide given mixed numbers by calculation. 4. interpret and solve word problems.
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THEME: BASIC OPERATIONS

SUB-THEME: DERIVED OPERATIONS

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Estimation	Students should be able to: 1. estimate the dimension and distances within the school. 2. estimate the capacity and mass of given objects. 3. estimate other things in day to day activities. 4. solve problems on quantitative reasoning in estimation.	1. Estimation of dimensions and distances. 2. Estimation of capacity and mass of objects. 3. Estimation of other things e.g. age, time. 4. Quantitative reasoning involving estimation.	1. Leads students to identify objects in the classroom and school environment and the dimensions that can be estimated. 2. Guides students to estimate some distances and dimensions. 3. Leads students to estimate the capacity of given objects. 4. Guides students to estimate the mass of given objects. 5. Guides students to estimate things in day to day activities. 6. Leads students to solve problems on quantitative reasoning in estimation.	1. Identify object in the classroom and school environment and the dimension that can be estimated 2. Estimate some distances and dimensions. 3. Estimate the capacity of some containers e.g. milk tins. 4. Estimate the mass of given objects. 5. Estimate the value of things in day to day activities. 5. Solve problems on quantitative reasoning in estimation.	Desks, tables, classrooms, footpaths, books, school bags, containers, milk tins, solid objects, etc.	Students to: 1. estimate the lengths and width of the classroom. 2. estimate the distance between the classroom and the principal's office. 3. estimate the capacity of given objects. 4. estimate the quantitative values of other things in day to day life. 5. solve problems on quantitative reasoning in estimation.

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SUB-THEME: NUMBERS AND NUMERATION

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Approximation	Students should be able to: 1. approximate answers to addition and subtraction of problems to a given degree of accuracy. 2. approximate answers to multiplication and division problems to a given degree of accuracy. 3. rounding numbers to the nearest 10, 100, and 1000. 4. apply approximation involving basic operations in everyday life activities. 5. solve problems on quantitative reasoning in the above content.	1. Approximate values of addition and subtraction 2. Approximating results of multiplication and division. 3. Rounding off numbers to the nearest 10, 100 and 1000. 4. Application of approximation in everyday life. 5. Quantitative reasoning.	1. Leads students to approximate answers to given addition and subtraction problems. 2. Guides students to compare actual answers with the approximated ones. 3. Guides students to approximate answers to multiplication and division problems 4. Leads students to round off given numbers to the nearest 10,100 and 1000. 5. Solves real life problems involving approximation. 6. Leads students to solve problems on quantitative reasoning in the above content.	1. Carry out approximation of answers to given addition and subtraction problems. 2. Carry out the actual addition and subtraction and compare the answers with the approximated ones. 3. Carry out approximation on multiplication and division problems. 4. Carry out the actual multiplication and division and compare the actual and approximated values. 5. Round off given numbers to the nearest 10, 100 and 1000. 6. Solve problems involving approximation of things in everyday life. 7. Solve problems on quantitative reasoning in the above content.	Recommended texts	1. approximate answers to addition and subtraction of problems to a given degree of accuracy. 2. approximate answers to multiplication and division problems to a given degree of accuracy.

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SUB-THEME: NUMBERS AND NUMERATION

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5 & 6	1. Addition of numbers in base 2 numerals 2. Subtraction of numbers in base 2 numerals. 3. Multiplication of numbers in base 2 numerals.	Students should be able to: i. add two or three 3-digits binary numbers ii. subtract two or three 3-digits numbers. iii. multiply two 2-digits binary numbers.	1. Addition of two or three 3-digits binary numbers. 2. Subtraction of two 3-digits binary numbers. 3. Multiplication of two 2-digits binary numbers.	1. Guides students to add two or three 3-digits numbers in base 2. 2. Guides students to subtract two 3-digits numbers in base 2 number system. 3. Guides students to multiply two 2-digits numbers in base 2.	1. Do addition of simple two or three 3-digits binary numbers. 2. Carry out subtraction of two 3-digits numbers in base 2 number system. 3. Carry out multiplication of 2-digits numbers in base 2.	1. Counters, sum cards. 2. Counters 3. Charts showing the multiplication of two 2-digits numbers in base 2.	Students to: 1. add two or three numbers involving two or three 3-digits numbers. 2. subtract two numbers involving 2-digits or 3-digits numbers. 3. multiply given 2-digit numbers.

MATHEMATICS
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SECOND TERM

SUB-THEME: NUMBERS AND NUMERATION

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: ALGEBRAIC PROCESSES							
SUB THEME: ALGEBRAIC OPERATIONS							
7	Use of symbols	Students should be able to: 1. solve problems expressed in open sentences. 2. identify the relationship between addition and subtraction, multiplication and division. 3. use letter to represent symbols or shapes in open sentences.	1. Open sentences. 2. Use of letters to represent symbols or shapes in open sentences.	1. Guides students to find the missing number in an open statement using flash cards and open sentence charts, e.g. $\square - 5 = 8$ $7 + \square = 11$ $\square = 11 - 7$ $\square \times 3 = 12$ $\square = 12 \div 3$ 2. Guides students to solve more problems. 3. Leads students to identify the relationship between addition and subtraction; and multiplication and division in open sentences. 4. Guides students to use letters to represent symbols e.g. $2 + \square = 11$ is the same as $2 + n = 11$	1. Find what the boxes represent. 2. Explain the relationship between addition and subtraction; and multiplication and division. 3. Solve more related problems. 4. Represent symbols with letters.	Flash cards and open sentence charts.	Students to: 1. find what given boxes in open sentences represents. 2. explain the relationship between (a) addition and subtraction (b) multiplication and division. 3. replace the boxes in given open sentence problems with letters.

MATHEMATICS
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SECOND TERM

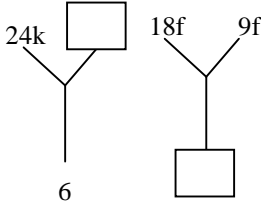
SUB-THEME: NUMBERS AND NUMERATION

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Use of Symbols	Students should be able to: 1. solve open sentences problems involving two arithmetic operations. 2. solve word problems involving use of symbols. 3. solve quantitative aptitude problems on the use of symbols.	1. Solving open sentences with arithmetic operations. 2. Word problems involving use of symbols. 3. Quantitative aptitude.	1. Guides students to solve open sentences of the form: $2x - 1 = 7$ $\square \div 2 + 3 = 8$ Using flash cards. 2. Guides students on how to translate word problems into mathematical expressions involving symbols using Polya's principles. 3. Leads students to solve quantitative aptitude problems on the use of symbols.	1. Solve open sentences problem with two arithmetic operations. 2. Solve problems on charts. 3. Translate related word problems into mathematical expressions involving symbols and solve the problems. 4. Solve quantitative aptitude problems on the use of symbols.	1. Flash cards and open sentence charts. Flash cards showing word problems expressed in symbols. Flash cards and charts, etc.	Students to: 1. solve open sentence problems involving two arithmetic operations. 2. translate and solve given word problems into simple expressions involving symbols. 3. solve quantitative aptitude problems on the use of symbols.

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SUB-THEME: NUMBERS AND NUMERATION

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Simplification of algebraic expressions	Students should be able to: 1. identify and collect like terms in a given expression. 2. identify the coefficient of a given algebraic term. 3. identify the positive and negative coefficients of a given algebraic term. 4. perform basic arithmetic operations on expressions of similar terms. 5. solve related word problems. 6. insert/remove brackets and simplify expressions. 7. solve quantitative aptitude problems on the use of brackets.	1. Like and unlike terms in algebraic expressions. 2. Identification of coefficients of terms of algebraic expressions. 3. Basic arithmetic operations applied to algebraic expressions of similar terms. 4. Collection and simplification of like and unlike terms in algebraic expressions. 5. Use of brackets 6. Quantitative reasoning.	1. Guides students to identify the coefficients of algebraic terms. 2. Leads students to identify the coefficient of positive and negative terms in algebraic expressions. 3. Guides students to perform arithmetic operations on expressions of similar terms e.g: $2x+3x+7x=12x$ 4. Leads students solve related word problems. 5. Guides students to identify and collect like and unlike terms. 6. Leads students simplify resulting expressions. 7. Guides students to remove and insert brackets from and to expressions respectively. 8. Leads students to solve the problems in quantitative aptitude of the form:	1. Identify like and unlike terms in an algebraic expression. 2. Identify coefficient of positive and negative terms in algebraic expressions. 3. Find the coefficient of positive and negative term in algebraic expressions. 4. Perform arithmetic operations on expressions of similar terms. 5. Solve related word problems. 6. Identify and collect like terms in given algebraic	1. Charts showing terms and their coefficient charts on worked examples on simplification of algebraic expression. 2. Charts of examples on insertion removal of bracket, quantitative aptitude chart.	Student to; 1. identify like and unlike terms. 2. identify the difference between coefficient of position and negative time in a give expression. 3. solve given word problems on simplification of algebraic expressions. 4. identify and collect like terms of given expressions and simplify resulting expression. 5. simplify given expressions involving brackets.

9				 <p>9. Leads the students to simplify expressions such as $(14m-8)+(6m+5)$</p>	<p>expressions.</p> <p>7. Simple the resulting expression.</p> <p>8. Collect like term insert or remove brackets and simplify the expression.</p> <p>9. Find missing term in relate in related quantitative aptitude problems.</p>		
10	Simple equations	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. translate word sentences into mathematical equations. 2. use mathematical equations to represent word sentences. 3. solve simple equations and cross-check the answers. 	<ol style="list-style-type: none"> 1. Translation of word problems into equations and vice-versa. 2. Solution of simple equations. 	<ol style="list-style-type: none"> 1. leads student to translate word sentence into mathematical equations. 2. Leads students to use to use mathematical equations to represent word sentence s. 3. Guides students to solve simple equations e.g $5K+7= 22$ and cross- check their answers. 	<ol style="list-style-type: none"> 1. Translate word sentences into mathematical statements. 2. Mention the need to use mathematical statements to represent word sentences. 3. Solve given simple equations and cross check the answer. 	Word sentence charts simple equation chart.	<p>Students to:</p> <ol style="list-style-type: none"> 1. translate given word sentence into mathematical statements. 2. solve given simple equation problem.
11	REVISION						
12	EXAMINATION						

MATHEMATICS
JS I
THIRD TERM

THEME: MENSURATION AND GEOMETRY
SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Plane Shapes	Students should be able to: 1. state the similarities and differences between the following: square, rectangle, triangle, trapezium, parallelogram and circle. 2. find the perimeter of a regular polygon: square, rectangle, triangle, trapezium, parallelogram and circle. 3. find the area of plane shapes such as squares, rectangles, parallelogram, etc. 4. find the area of real life plane objects.	1. Similarities and differences between the following: square, rectangle, triangle, trapezium, parallelogram and circle. 2. Perimeter of regular polygon: square, rectangle, triangle, trapezium, parallelogram and circle. 3. Area of regular plane shapes such as: squares, rectangles, parallelograms, etc.	1. Guides students to identify the similarities and differences between the following: square, rectangle, triangle, trapezium, parallelogram and circle. 2. Guides students to determine the perimeter of each shape by: (a) practical method (b) formula 3. Guides students to find the area of the regular plane shapes: (a) using graph paper (b) by formula and compare their answers. 4. Relate finding area to real life situation.	1. Identify the similarities and differences between the following: square, rectangle, triangle, trapezium, parallelogram and circle. 2. Determine the perimeter of each shape by (a) practical method (b) formula 3. Find the area of regular plane shapes; (a) using graph paper (b) by formula and compare their answers. 4. Relate finding area to real life situation.	1. Shapes of regular polygons: square, triangle, rectangle, parallelogram, trapezium, circle. 2. Graph papers.	Students to: 1. find the perimeter of given plane shapes. 2. find the area of given plane shapes. 3. find the area of irregular shapes. 4. relate finding area to three real life situations.

MATHEMATICS
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THIRD TERM

THEME: MENSURATION AND GEOMETRY
SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Three dimensional figures	Students should be able to: 1. identify the properties of cubes and cuboids. 2. identify the properties of pyramids and cones. 3. identify the properties of cylinders and spheres. 4. find volume of a cubes and cuboids.	Basic properties of cubes and cuboids. 2. Basic properties of pyramids and cones. 3. Basic properties of cylinders and spheres. 4. Volume of a cubes and cuboids.	1. Leads students to discover the properties of cubes and cuboids e.g.: CUBES - equal faces - 6 faces - 12 edges - 8 vertices CUBOIDS - equal opposite faces - 6 faces - 12 edges - 8 vertices 2. Guides students to determine the edges, faces and vertices of pyramids and cones. 3. Guides students to discover the properties of cylinders and spheres. 4. Leads students to find the formula for finding the volume of a cube and cuboids. 5. Guides students to use the formula to calculate the volume of cubes and cuboids.	1. Identify the number of faces, edges and vertices of cubes and cuboids and that cubes have equal faces while opposite faces cuboids are equal. 2. Determine the number of edges, faces and vertices of pyramids and cones. 3. Identify the properties of cylinders and spheres. 4. Derive the formula for finding the volume of a cube and cuboids. 5. Use the formula to calculate the volume of a cube and cuboids.	Cubes, cuboids, ruler, tapes, empty cartons, bricks, etc. Pyramids, cone, cylinder and sphere (standard or improvised).	Students to: 1. identify the number of faces, edges and vertices of a given cube 2. identify the number of edges and faces of cuboids. 3. identify the number of faces, edges and vertices of a given pyramid and cone. 4. identify the properties of a given cylinder and sphere. 5. find the volume of a given cube and cuboids.

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THEME: MENSURATION AND GEOMETRY
SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5 & 6	Construction	Students should be able to: 1. construct parallel and perpendicular lines. 2. bisect a given line segment. 3. construct angles 90 and 60 degrees.	1. Construction of parallel and perpendicular lines. 2. Bisection of a given line segment. 3. Construction of angles 90 and 60 degrees.	1. Guides students to construct parallel and perpendicular lines 2. Bisect a given line segment. 3. Construct angles 90 and 60 degrees.	1. Construct parallel and perpendicular lines 2. Bisect a given line segment. 3. Construct angles 90 and 60 degrees.	Plane sheets of paper and mathematical set.	Students to: 1. construct given parallel lines. 2. construct given perpendicular lines.
7 & 8	Angles	Students should be able to: 1. measure angles. 2. identify vertically opposite, adjacent, alternate and corresponding angles. 3. state properties of angles. 4. identify angles at a point and angles on a straight line and state their properties.	1. Measurement of angles. 2. Identification and properties of: - vertically opposite - adjacent, alternate and - corresponding angles. 3. Identification and properties of angles at a point and angles on a straight line.	1. Leads students to measure angles. 2. Guides students to: (i) Identify and state the properties of the different types of angles. (ii) Relate the angle to real life situations. 3. Leads students to identify angles at a point and state their properties.	1. Measure some given angles. 2. Identify and state the properties of the different types of angles from approximate diagrams. 3. Relate angles to real life situations. 4. Identify angles at a point and angles on a straight line and their properties.	1. Protractor, plane sheet, cardboard containing angles, pencils, meter rule, angle charts of angles at a point and angles on a straight line.	Students to: 1. measure given angles. 2. identify vertically opposite, adjacent, alternate and corresponding angles from given diagrams. 3. state the properties of given angles.. 3. relate angles to real life situations. 4. Identify angles at a point.

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THEME: MENSURATION AND GEOMETRY
SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Need for statistics	Students should be able to: 1. list purposes of statistics. 2. recognize the usefulness of statistics for planning purposes. 3. apply the occurrence of chance events/application of probabilities in everyday life. 4. recognize the usefulness of statistics for prediction purposes.	1. Purposes of statistics. 2. Need for collecting data for planning purposes. Collection of data.	1. Leads students in discussing purposes of statistics. 2. Introduces students to the meaning of population, drug abuse, voter education and environmental education. 3. Leads students in discussing the usefulness of statistics for planning purpose. 4. Leads students to discuss usefulness of data collected from voter education, consumer education. 5. Guides students to apply the probability and occurrence of chance events in everyday life. 6. Leads students to discuss the usefulness of statistics such as from drug abuse, environmental education, HIV/AIDS, etc for prediction purposes.	1. Discuss the purposes of statistics. 2. State the meaning of drug abuse, voter education and environmental education. 3. Discuss the usefulness of statistics for planning purpose. 4. Source for information from relevant agencies. 5. Mention the application of probability of chance and events in everyday life. 6. Discuss the usefulness of statistics for prediction purposes.		

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THEME: MENSURATION AND GEOMETRY
SUB-THEME: SHAPES

WEEK	TOPIC	PERFORMERS OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Data collection and presentation	Students should be able to: 1. collect data in the class. 2. determine the median of a given set of data.	1. Collect data in the class. 2. Median.	1. Guides students to collect data in the class. 2. Guides students to define median. 3. Guides students to find the median of a given set of data such as: - from odd numbered data. - from even numbered data.	1. Collect data in the class. 2. Define median. 3. Find the median of a given set of data.	1. Records of student's bio-data, marks, score sheets, dice, coins, median charts.	Students to: 1. collect bio-data of students with given characteristics 2. find the median of a given set of data.
11	REVISION						
12	EXAMINATION						

BASIC SCIENCE
JS I
FIRST TERM

THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Family Health Sanitation I	Students should be able to: define sanitation.	Definition of sanitation.	Guide students to: define sanitation.	Bring samples of equipment used in sanitation.	(1) Toiletries (2) Cleaning agents.	Students to: define sanitation.
2	Family Health Sanitation II	Students should be able to: state the method of sanitation and importance.	(1) Method used in sanitation. (2) Importance of sanitation.	Lead discussion on methods and importance of sanitation.	Participate in class discussion and group work.	Sanitation equipment like rakes, shovels, brooms.	Students to: state the method of sanitation and importance.
3	Family health Nutrition III	Students should be able to: (1) define nutrition. (2) types of foods.	(i) Introduction (ii) Definition (iii) Types	Define nutrition and give the types of nutrition.	Brigs sample of foods.	Raw foods stuff samples.	Students to: (1) define nutrition. (2) list types of foods.
4	Family health Nutrition IV	Students should be able to: (1) classes of food (2) Give example of balanced diet.	(1) Classes of food. (2) Balanced diet.	Explain types of food and give example of a balanced diet.	Plan a balanced diet for breakfast, lunch and supper.	A chart showing a balanced diet for breakfast, lunch and supper.	Students to: (1) state types of food and functions. (2) define a balanced diet.
5	Family health (Drug Abuse) V	Students should be able to: define drug abuse and substance abused.	(1) Define drug abuse. (2) Substances abused.	Define drug abuse and give examples.	Participate in class discussion and group work.	Recommended texts.	Students to: explain what is meant by drug abuse and substances abuse.

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THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Family health effect of drug abuse VI	Students should be able to: effects of drug abuse.	Effect of drug abuse.	Discusses the effects of drug abuse.	List and explain the effects of drug abuse.	Recommended texts.	Students to: list five effects of drug abuse.
7	Environmental pollution I	Student should be able to: define air, soil and water pollution.	Definition of air, soil and water pollution	Leads discussion air, soil and water	Participate in the various group activities.	Charts, films and pictures etc.	Students to: define pollution.
8	Environmental pollution II	Students should be able to: identify various pollutants and causes.	Causes of air, soil and water pollution e.g. domestic/Industrial waste. -fertilizer/insecticide -agricultural -chemical, no biodegradable -oil spillage	(1) Organizes a visit to -a site of polluted water body -a nearby industrial or place polluted by a spoilt egg/potato. -site o polluted soil.	Visit identified polluted site.	Utensils and materials for filtration: -buckets -funnel -stoves	Students to: (1) state 3 major causes of soil and air and water pollution in the community. (2) Name types of pollution and give specific examples.

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THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Environmental pollution III	Students should be able to: consequences/ effects of pollution.	consequences /effect of pollution such as -respiratory tract infection -water borne diseases. -destruction of organism and poor plant yield.	(1) Uses charts and films to lead discussion different problem of pollution and the remedies. (2) Guides students to investigate the effects of pollution soil, plants, animals, environment etc	Write down chalkboard summary.	Charts and films	Students to: (1) Briefly explain the consequences of pollution to the environment and man. (2) Write a report of field visit to polluted sites. (3) State effects of pollutants.
10	Environmental pollution IV	Students should be able to: (1) mention ways of reducing the risk of pollution. (2) describe pollution control.	Control measures.	(1) Lead discussion on pollution control by water boiling and filtration, planting of flowers, planting of crops.	Write down chalkboard summary.	Charts and films	Students to: suggest at least two ways on how to control pollution.
11	REVISION						
12	EXAMINATION						

**BASIC SCIENCE
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SECOND TERM**

THEME: LEARNING ABOUT YOUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Living and non living things I	Students should be able to: (1) recognise that all living and non living things are made up of matter. (2) go on nature walk to collect different samples of matter.	(1) Meaning, identification of matter. (2) State of matter.	(1) Explain the meaning of matter. (2) Take students on nature walk to collect different samples of matter.	(1) Take a nature walk and collect sample of matter. (2) Observe the collected specimens and group them into living and non living matter.	(1) Life specimens of plants and animals. (2) Old newspaper and drawing books.	Students to: (1) define matter. (2) list 3 states of mater; classify objects according to their state of matter.
2	Living and non living things II	Students should be able to: (1) collect and identify samples of living and non living things in their environment. (2) list the distinguishing characteristics.	(1) Characteristics of living and non living things. (2) Examples, characteristics and importance.	(1) Guides discussion on the three state of matter. (2) Guide class discussion on: -differences between plant and animals movement feeding reproduction.	(1) Observe the collections and identify: -distinguishing characteristic of plant and animals. (2) Watch films illustrating activities.	(1) Charts, posters and films. (2) Plastic containers and polythene bags.	Students to: (1) name four examples of plants and animals. (2) state four differences between plants and animals.

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THEME: LEARNING ABOUT YOUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Living and non living things III	Students should be able to: Characteristics of living and non living things.	Importance of plants and animals.	In relation to associate organs.	Movement, feeding, reproduction.	Charts, posters and films.	Students to: (1) name some examples of plants and animals.
4	Living and non living things IV	Students should be able to: state the importance of plants and animals to human being.	(1) Differences between plants and animals (2) Examples, Properties, uses and importance of living and non living things.	Guide students to group living matter as plants and animals.	Show films illustrating activities (Movement, feeding, reproduction).	Sort out collection into plants and animals.	Students to: list three important uses of plants and animals.

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THEME: LEARNING ABOUT YOUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Living and non living things IV	Students should be able to: (1) collect samples of some living and non living things (2) sort out the materials and then explain their uses.	Classification of non living things into metals and non metals.	(1) Guide students to prepare plant and animals. (2) Take students for nature walk to observe and collect living and non living materials. (3) Guide students to differentiate between the materials and sort them into metals.	(1) Copy note on the board and group activities. (2) Group materials into metal and non metals.	(1) Dry plant materials, dry insect sample and prepare plant and animal albums.	Students to: (1) list characteristics of living and non living things. (2) describe self as living things. (3) list five activities of living things and state the organs associated with each. (4) list five examples each of metals and non metals.
6	Energy I	Students should be able to: (1) explain the meaning of energy. (2) state and describe the sources of energy.	(1) Meaning of energy. (2) Sources of energy.	(1) Initiate discussion. (2) Lead students to mention sources of energy.	(1) Participate in discussion. (2) Mention sources of energy.	(1) Samples of coal. (2) Crude oil (3) Gas	Students to: (1) explain the meaning of energy. (2) state three sources of energy and describe two of them.

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THEME: LEARNING ABOUT YOUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Energy II	Students should be able to: name forms of energy.	Forms of energy.	Provide some materials for activities to illustrate forms of energy.	Carry out activities on energy.	Chart of the sun.	Students to: state four forms of energy.
8	Energy III	Students should be able to: explain how energy is transformed from one form to another.	Transformation of energy.	Uses of activities in (3) illustrate transformation of energy	Describe the action as indicated on the chart.	(1) Battery. (2) Torch light (3) Turing fork.	Students to: (1) explain the energy transfer in the following: striking a match stick, kicking a ball, heating water. (2) state four uses of energy.

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THEME: LEARNING ABOUT YOUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Renewable and non renewable energy.	Students should be able to: (1) explain the meaning of renewable and non renewable energy. (2) give examples of renewable and non renewable energy. (3) State the implication of misuse of non renewable energy.	Renewable and non renewable energy -meaning -examples -uses and misuse	(1) Initiates and leads discussion on renewable energy. (2) Leads discussion on conservation of crude oil, felling of trees in the forest, over loading the hydroelectric power stations.	(1) Participate in the discussion. (2) Identify renewable and non renewable energy.	(1) Charts showing sources of renewable energy. (2) Pictures or charts of renewable sources e.g. solar plates, windmill and hydroelectric sources. (3) Samples of non renewable energy sources (coal, crude oil, wood, gas).	Students to: (1) explain the meaning of renewable energy. (2) give 3 examples each of renewable and non renewable energy. (3) state one effect of wrong use of non renewable energy. (4) state three reasons for careful use of coal, or petroleum products.
10		Students should be able to: (1) describe how energy generation affects quality of life.		(1) Leads discussion on lack of energy for individual to do their work e.g. welding.	(1) Participate in the discussion and note the main ideas.	(1) Chart on bunkering felling of trees electronic equipment repair.	Students to: (1) state three ways through which lack of energy supply affects social development.
11	REVISION						
12	EXAMINATION						

BASIC SCIENCE
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THEME: YOU AND ENERGY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision						
2 & 3	Forces I	Students should be able to: (1) explain the meaning of forces. (2) identify contact and non-contact forces. (3) differentiate between magnetic and gravitational forces.	(1) Meaning and types of forces - Contact and non-contact forces - Magnetic and gravitational forces.	(1) Guide students to push and pull, squeeze, bend and stretch objects. (2) Provide chart showing contact forces.	(1) Carry out activities as directed by the teacher e.g. push and pull (2) Identify contact and non-contact forces.	(1) Fixed door, paper, spring, rubber. (2) Chart showing contact and non-contact forces.	Students to: (1) explain the meaning of forces. (2) name two contact and two non-contact forces.
4	Forces II	Students should be able to: Measure and calculate gravitational force (GF) when mass and height are provided.	Calculation of gravitational force.	Guide students to calculate gravitational force using the formula $GF = mgh$	Carry out activity and calculate Gravitational Force.	Objects of known mass, metre rule, Newton-metre.	Students to: calculate gravitational force of an object when mass and height are given.
5	Forces III	Students should be able to: describe how to set up a balanced force.	Balanced and unbalanced forces.	(1) Guide students to set up balanced and unbalanced forces.	Practice setting up balanced forces.	Knife edge and slotted weights.	Students to: describe how to set up a balanced force.

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THEME: YOU AND ENERGY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Forces IV	Students should be able to: explain the meaning of friction, its uses, advantages and disadvantages.	Friction: uses, advantages.	Provide materials and direct illustration of frictional forces. Initiates and leads discussion on advantages and disadvantages of friction.	Illustrate frictional force between objects, noting advantages of friction.	Toy car, cardboard paper, rough surface.	Students to: explain the meaning of friction.
7	Force V	Students should be able to: (1) explain gravitation, weightlessness satellite and travel (2) state effects of gravitation.	Gravitation and weightlessness.	(1) Demonstrate the effect of gravitational pull on objects. (2) lead students to demonstrate the effect of gravitation on objects. (3) guide class discussion on the effect of gravitation.	(1) Watch and comment on film pictures clippings. (2) Carry out demonstration on gravitations activities on weighting themselves and recording of individual weights.	Weighting scales bathroom scales.	Students to: define gravitation pull.

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THIRD TERM**

THEME: YOU AND ENERGY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Force VI	Students should be able to: (1) identify the components of the solar system and explain the rotation of the earth and the moon. (2) illustrate the eclipse of the sun and the moon.	The earth in space.	(1) Uses model/charts to explain the satellite, solar system, rotation of the earth and the moon (2) Lead discussion on season of the year.	(1) Draw and label the solar system, rotation and revolution of the earth and the moon. (2) Leads discussion on season of the year (3) Demonstrate eclipse of the sun using balls of different sizes and flash height.	(1) Charts/diagrams of the solar system. (2) Charts/global models/diagrams on rotation and revolution of the earth moon and eclipse.	Students to: (1) explain what causes: night and day season of the year. (2) explain what causes of eclipse of the sun and moon.
9	Force VII	Students should be able to: (1) explain space travel. (2) state the purpose of space travel.	space travel	(1) Introducing space travel using film or picture clipping on space travel. (2) Lead class discussion on purpose, benefits and dangers of space travel.	Read more of space travel.	Film/picture clipping on space travel.	Students to: (1) explain space travel. (2) state two purpose of space travel. (3) mention two benefits and two dangers of space travel.

**BASIC SCIENCE
JS I
THIRD TERM**

THEME: YOU AND ENERGY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Force VIII	Students should be able to: state uses of satellites.	Satellite	Lead discussion on the launching of Nigeria S.A.T.1	Copy board summary.	Globe	Students to: (mention 3 uses of satellite.
11	REVISION						
12	EXAMINATION						

**BASIC TECHNOLOGY
JS I
FIRST TERM**

**THEME: UNDERSTANDING BASIC TECHNOLOGY
SUB-THEME: SAFETY, MATERIAL AND PROCESSING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1&2	Understanding Technology	Student should be able to: (1) define technology. (2) identify technology related occupations. (3) state the importance of technology.	(1) Technology related professions. (2) Importance of technological literacy.	(1) Teachers lead students to: define technology. (2) types of technology (3) explains that technology in universal. (4) illustrates that both male and female should study technology.	(1) Participate in class discussion. (2) Cite role models of male and female in technology. (3) Enumerates at least 3 importance of technology in everyday life.	(1) Picture of males and females working in industries.	Student to: (1) define technology. (2) Mention the types of technology. (3) mention at least five technology related occupations. (4) state some reasons why everyone in the society should be technologically literate. (5) mention male and female role models in technological industry in the locality/Nigeria.

BASIC TECHNOLOGY
JS I
FIRST TERM

THEME: UNDERSTANDING BASIC TECHNOLOGY
SUB-THEME: SAFETY, MATERIAL AND PROCESSING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Safety Guidelines I	Students should be able to: (1) list safety guide lines for pedestrians. (2) demonstrate how pedestrians are to cross road.	Safety guidelines for pedestrians.	(1) Enumerate safety guideline for pedestrians e.g. -Walking on the left hand side facing oncoming vehicle. -Wearing bright coloured materials while walking in the night (2) Demonstrate safety guidelines for road crossing.	(1) Participate in mentioning safety guidelines. (2) Write down safety guideline for pedestrians. (3) Observe the teacher demonstrate safety guidelines for pedestrians.	(1) Safety helmets (2) Picture and video clips. (3) Samples of road signs and road markings.	Student to: (1) state at least five safety guidelines for motor cyclists. (2) mention at least five safety guidelines for motorists.
4	Safety Guidelines II	Students should be able to: (1) Identity safety guideline for cyclist. (2) Explain safety guidelines for motorist.	(1) Safety guidelines for cyclists/motor cyclist. (2) Safety guidelines for motorists.	(1) Explains Safety guidelines for cyclists e.g. -Use of safety helmets -Use of riders protection e.g. padded clothes, bright colour jacket etc. (2) Explains safety guidelines for motorists e.g. -Use of seat belts -Obeying all traffic regulations. -Ensure proper vehicle maintenance.	(1) Write safety guidelines for cyclist and motorists. (2) Observe teacher's demonstration of safety guidelines for (a) Cyclists (b) Motorists.	(1) Safety helmets. (2) Picture and video clips. (3) Samples of road signs and road markings.	Students to: (1) state at least five safety guidelines for motor cyclists. (2) mention at least five safety guidelines for motorists.

**BASIC TECHNOLOGY
JS I
FIRST TERM**

**THEME: UNDERSTANDING BASIC TECHNOLOGY
SUB-THEME: SAFETY, MATERIAL AND PROCESSING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Workshop Safety	Student should be able to: (1) define workshop safety and accidents (2) state the causes of workshop accidents. (3) list the types of accidents that occur in workshop places.	(1) Causes of workshop accidents. (2) Types of workshop accidents.	(1) Explains what is workshop safety and accidents (2) Explains causes of workshop accidents (3) Guide student's discussion on types of accidents that occur in workshop places.	Participate in class discussions.	Picture and charts showing different safe work habits and attitudes.	Students to: (1) define workshop safety and accidents. (2) list at least three causes of workshop accident. (3) state four types of workshop accidents.
6	Workshop Safety III	Student should be able to: (1) state workshop devices. (2) state workshop safety rules and regulations. (3) identify some workshop accident and preventive measures.	(1) Workshop safety devices. (2) Workshop safety Rules and regulations (3) Accident prevention techniques.	(1) Take students to workshop to observe some safety devices. (2) Explains safety rules and regulation. (3) Demonstrate different ways of preventing workshop accidents.	(1) Visit workshops, observe and identify workshop safety devices. (2) Observe safety rules and regulations whenever in workshop places. (3) Practice some workshop accident preventive measures.	Safety devices e.g. fire extinguisher sand buckets etc.	Students to: (1) list two types of workshop safety devices. (2) list 3 workshop safety rules and regulations. (3) explain accident prevention measures.

**BASIC TECHNOLOGY
JS I
FIRST TERM**

**THEME: UNDERSTANDING BASIC TECHNOLOGY
SUB-THEME: SAFETY, MATERIAL AND PROCESSING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7&8	Properties of Materials I	Students should be able to: (1) identify, classify and describe the properties of wood. (3) wood and its uses (4) natural & Artificial seasoning and defects.	(1) wood -Identification by colour: -mahogany, afara, obeche, opepe, maosonia etc. and uses -classification: hardwood and softwood properties.	(1) Displays specimens of various wood types. (2) Names, labels, classify (as) and describe the properties of wood. (3) List the various uses of wood. (4) Explains natural & artificial seasoning as well as defects	(1) Examine specimens of wood. (2) Visit a timber yard or shed (3) Carry out simple tests to differentiate hardwood from softwood.	Specimen of various types of wood.	Student to: (1) identify, classify and describe properties of wood. (2) list four uses of wood. (3) mention four types of seasoning. (4) State 3 defects of wood.
9	Properties of Materials II	Students should be able to: identify, classify and describe the properties of metals.	(1) Metals -Identification by their physical properties, e.g. luster, density, sound, malleability, ductile etc. (2) Classification: ferrous and Non-ferrous with examples -forms – e.g. rods, bars, wires, plates, sheets etc.	(1) Metals -displays specimens of various metals (2) Emphasize recognition of metals (3) Stresses specific uses of ferrous and non-ferrous metals	(1) Examine specimens of metals (2) Undertake field trips to metal industries.	Specimen of various types of metal.	Student to: identify, classify and describe properties of metals.

**BASIC TECHNOLOGY
JS I
FIRST TERM**

**THEME: UNDERSTANDING BASIC TECHNOLOGY
SUB-THEME: SAFETY, MATERIAL AND PROCESSING**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Properties of Materials III	Students should be able to: (1) identify the properties of ceramics and glass. (2) classify plastics (3) use of plastics (4) define rubber (5) classify rubbers (6) state the uses	(1) Ceramics and glass (2) Types: bricks tiles, bottles, cups, pots etc. (3) Properties: brittle, heat resistant etc.	(1) Displays glass and ceramics products. (2) Describe their properties. (3) Emphasize how properties determine usage. (4) Explain the classification and uses of plastics. (5) Define and classify rubber.	Examine various types of ceramics and glass.	Pictures showing plastic and ceramics industries	Student to: (1) identify ceramics and glass. (2) describe some of their properties. (3) classify and state two uses of plastic. (4) define classify and state the use of rubber.
11	REVISION						
12	EXAMINATION						

BASIC TECHNOLOGY
JS I
SECOND TERM

THEME: MATERIAL AND PROCESSING
SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Building Materials I	Students should be able to: (1) define building materials. (2) identify various types of building materials in their locality.	(1) Common building materials. -Cement, sand, gravel, metals, plastic, wood, glass, leaves, ceramics grass etc.	Guides student to: identify building materials	Identify various types of building materials	(1) Cement, sand, gravel, block etc. (2) Pictures, charts and porter on different types of building materials.	Students to: (1) define building materials. (2) state 5 types of building materials.
2	Building materials II	Students should be able to: mention uses of building materials.	Use of the building materials.	Explain the various uses each of the building materials.	Discuss the uses of the various types of the building materials.	Picture, charts, and posters on different types of building materials.	Student to: mention one each of the various types of building material.
3	Drawing Instruments and Materials I	Students should be able to: (1) define drawing instruments. (2) identify, drawing instruments and materials.	(1) Drawing instruments and materials: -tee square, sets, square, pair of compasses, french carves, etc.	(1) Displays drawing instrument and Materials. (2) Guides students to Identify and name drawing instruments and materials. (3) Define drawing instruments.	Examine, name and describe drawing instruments and materials.	Drawing instruments and materials e.g. compasses, divider ruler, protractor sets, square, T-square etc.	Student to: (1) define drawing instruments. (2) mention at least five drawing instrument and materials.

BASIC TECHNOLOGY
JS I
SECOND TERM

THEME: MATERIAL AND PROCESSING
SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Drawing Instrument and Materials II	Students should be able to: demonstrate correct techniques for handling drawing instrument and materials.	Basic techniques of handling drawing instruments and materials	Demonstrate correct techniques of handling	Watch teacher's demonstration	Drawing instruments and materials e.g. compass, divider, ruler, protractor etc.	Student to: demonstrate correct techniques for handling drawing instruments and materials.
5&6	Drawing Instruments and materials III	Student should be able to: construct shapes e.g. circle, triangles, rectangles etc. with drawing instruments & materials.	Uses of drawing instruments and materials.	(1) Demonstrate the uses of the different instruments and materials. (2) Correct inappropriate practices.	Practice appropriate techniques for handling drawing instrument.	Drawing instrument and materials e.g. compasses divider, ruler, protractor etc.	Student to: (1) handle drawing instruments correctly. (2) state four uses of drawing instruments.
7	Drawing Instruments and Materials IV	Students should be able to: state care for drawing instruments and materials.	Care of drawing instrument and materials.	Demonstrate the correct techniques of caring for drawing instruments and materials.	Practice appropriate methods of caring for the various drawing instruments.	Drawing instruments and materials e.g. compass, divider, rules, protractor etc.	Student to: explain how to care for and maintain their drawing instruments.

BASIC TECHNOLOGY
JS I
SECOND TERM

THEME: MATERIAL AND PROCESSING
SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Board Practice I	Students should be able to: (1) define drawing board practice. (2) fix the drawing sheet to the board. (3) sharpen pencils to conical point and knife edge.	(1) Basic board practice: -setting drawing paper on the board -sharpening pencils to conical point and knife edge.	(1) Demonstrate correct techniques for: -setting drawing paper on the board -sharpening of pencils.	(1) Watch teacher's demonstration. (2) Practice techniques.	Drawing instrument and materials e.g. compass, divider, ruler, protractor, set-square, T-square etc.	Students to: (1) define board practice. (2) fix drawing sheet to the board. (3) sharpened pencils to conical points and knife edge.
9	Board Practice II	Students should be able to: (1) draw boarder (2) horizontal and vertical lines. (3) place and draw the little block.	(1) Basic board practice: -using the tee and set-squares for drawing boarder, horizontal and vertical lines -positioning and drawing the title block.	(1) Using set-square and T-square for drawing border, horizontal and vertical lines. (2) Positioning and drawing of title block.	(1) Watch teacher's demonstration. (2) Practice the techniques.	Drawing instruments and materials compass, ruler, divider, set-square, T-square etc.	Students to: (1) draw border, horizontal and vertical lines. (2) place and draw the title block.

BASIC TECHNOLOGY
JS I
SECOND TERM

THEME: MATERIAL AND PROCESSING
SUB-THEME: DRAWING PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Board Practice III	Students should be able to: write freehand legible letter and numerals.	Basic board practice: -freehand writing of letter and numerals.	Freehand writing of letter and numerals.	(1) Watch teacher's demonstration. (2) Practice the techniques.	Drawing instruments and materials e.g. compass, ruler, divider, protractor etc.	Students to: write freehand legible letters and numerals.
11	REVISION						
12	EXAMINATION						

BASIC TECHNOLOGY

JS I

THIRD TERM

THEME: DRAWING PRACTICE

SUB-THEME: TOOLS, MACHINE AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Freehand sketching	Students should be able to: (1) define freehand sketching. (2) make neat freehand sketches of lines curves and irregular shapes.	Basic freehand techniques of drawing lines, curves, circles and irregular shapes.	(1) Demonstrates correct techniques of freehand sketching. (2) Assign freehand drawing tools. (3) Assists students when necessary during exercises.	(1) Watch teacher demonstration. (2) Practice freehand sketching.	HB Pencil, drawing sheets sharpener, eraser board and T-square.	Students to: (1) define freehand sketching. (2) draw thin, thick lines, curves, circles and irregular shapes.
2	Wood work hand tools I	Students should be able to: (1) define woodwork hand tools. (2) identify wood work: -measuring tools. -setting and marking out tools. -driving tools. -boring, holding, cutting and pairing tools.	(1) Measuring & marking out tools. (2) Setting out tools (3) Driving-Hammer mallet screw driver etc. Boring tools e.g. wood brace, ratchet brace and bradawl etc. Holding devices cutting & paring tools.	(1) Displays wood work hand tools.	(1) Identify woodwork hand tools. Watch the teacher's demonstrations.	(1) Steel rule, hammer mallet G-cramp Sash Cramp Screw drivers Braces Tenon saw etc.	Students to: (1) define wood work hand tools. (2) name 3 of the wood work hand tools.

BASIC TECHNOLOGY
JS I
THIRD TERM

THEME: DRAWING PRACTICE

SUB-THEME: TOOLS, MACHINE AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Wood work hand tools II	Students should be able to: (1) describe the wood work hand tools. (2) states the uses of these tools. (3) sketch the hand tools.	(1) Describe the hand tools. (2) Function of the hand tools. (3) Sketch the hand tools.	(1) Explain each of the hand tools. (2) Explain the function of the hand tools. (3) Sketch the hand tools. (4) Supervise the drawings.	(1) Watch the teacher's demonstration. (2) Participate in the class discussions. (3) Sketch the hand tools and use them for work.	1. Steel rule Hammar, Mallet 2. G-Cramp 3. Sash Cramp 4. Screw drivers 5. Braces etc.	Students to: (1) describe the function of the hand tools. (2) draw and label the hand tools. (3) use the hand tools to do some work.
4	Wood work hand tools III	Students should be able to: care and maintain hand tools.	Care and maintenance of wood work hand tools.	Explains how to care for the hand tools.	Clean and store the hand tools.	1. Steel rule, rule Hammar, Mallet 2. G-Cramp 3. Sash Cramp 4. Screw drivers 5. Braces etc.	Student to: explain briefly how to care for hand tools.

BASIC TECHNOLOGY

JS I

THIRD TERM

THEME: DRAWING PRACTICE

SUB-THEME: TOOLS, MACHINE AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5&6	Metal work hand tools IV	Students should be able to: (1) define metal work hand tools. (2) identify the different hand tools used for metal work.	(1) Marking out tools: -surface plate, scribe, odd leg, calipers etc. (2) Measuring tools and Gauges: steel rule, protractor etc. (3) Cutting tools- chisel files (4) Driving tools: punches, screw drivers, spanners etc.	Displays metal work hand tools.	Identify different metal work hand tools.	Marking out tools table, measuring tools, driving tools and cutting tools etc.	Student to: (1) define metal work hand tools. (2) name 3 of the metal work hand tools.
7	Metal work hand tools V	Students should be able to: (1) describe the hand tools. (2) draw the sketch of the different hand tools.	(1) Describe the hand tools. (2) Draw sketch of the hand tools. (3) Label them.	(1) Explains the structure of the hand tools. (2) Draw and label the different hand tools.	(1) Participates actively, draws and label. (2) Use and sketch the hand tools.	Marking out tools tables, measuring tools, driving tools and cutting tools etc.	Students to: (1) explain the structure of the tools. (2) draw and label hand tools.

BASIC TECHNOLOGY

JS I

THIRD TERM

THEME: DRAWING PRACTICE

SUB-THEME: TOOLS, MACHINE AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Metal works hand tools VI	Students should be able to: (1) state the use or functions of the different hand tools. (2) care and maintenance of metal work hand tools.	(1) Functions of the different hand tools (2) Care and maintenance of metal work hand tools.	(1) Demonstrate the use of the various hand tools. (2) Guides the class discussion of the function of the tools. (3) Explain how to care for the hand tools.	(1) Watch the teacher's demonstrations. (2) Participates in class discussions. (3) Clean and store the hand tools.	Marking out tools, tables measuring tools, driving tools cutting tools etc. models of shaped blocks etc.	Students to: (1) demonstrate the use of hand tools. (2) list four functions of the hand tools. (3) explain briefly how to care for the hand tools.
9	Maintenance of tools and Machines I	Students should be able to: (1) explain the meaning of maintenance. (2) identify the different types of maintenance practice.	(1) Meaning of maintenance. (2) Types of maintenance practices e.g. (a) Preventive (b) Corrective (c) Predictive	(1) Guides class discussion on meaning and types of maintenance practice. (2) Demonstrate different method maintenance.	(1) Participates in class discussion. (2) Watch the teacher demonstrates.	(1) Grease, engine oil, louver frame, tools and machine parts cotton, rag. (2) Cleaning materials e.g. detergent, rag, brush, liquid soap etc.	Students to: (1) explain the meaning of maintenance. (2) list the importance of maintenance. (3) state the 3 types of maintenance practice.

BASIC TECHNOLOGY

JS I

THIRD TERM

THEME: DRAWING PRACTICE

SUB-THEME: TOOLS, MACHINE AND PROCESSES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Maintenance of tools and Machines II	Students should be able to: (1) explain why tools and machines need regular maintenance. (2) maintain and care for workshop tools and machines.	Importance and care for work shop tools and machines.	(1) Demonstrates different methods of caring and maintaining work shop tools and machines. (2) Explain the need and importance of regular maintenance of tools and machines.	(1) Watch the teacher's demonstration. (2) Undertake simple maintenance of tools and machines e.g. regular cleaning oiling and greasing of simple machines and tools.	-Grease, engine oil, louver frame, -Tools and machine parts -Cotton, rag -Cleaning materials e.g. detergents, rag, brush, liquid soap, etc.	Students to: (1) list at least five suitable cleaning materials for tools and machines. (2) state the importance of maintenance. (3) clean and maintain tools and machine in the school work shop.
11	REVISION						
12	EXAMINATION						

SOCIAL STUDIES
JS I
FIRST TERM

SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	History of Nigerian social studies education	Students should be able to: 1. explain the history of Nigerian Social Studies.	<p>1. History Of Nigerian Education.- First conceived in the United State and later spread to Europe.</p> <p>- After the world wars, it was Identified as a course that Is relevant to the Understanding of man and his problems.</p> <p>- Conferences were held to spread it in Africa. i.e. Mombasa conference in Kenya.</p> <p>- Back Home In Nigeria, the Aiyetoro Comprehensive High School Pilot study and project with the assistance of ford foundation</p> <p>- Former twelve states of Nigeria went further to organize activities to promote social study in their educational institution and schools.</p> <p>- In further development of the subjects, many seminars and workshops have been organized by such bodies as the NERDC and Social Study Association of Nigeria (SOSAN) and others.</p> <p>- Today social studies is taught in the primary school, junior secondary schools, NTI, Grade II Teachers Certificates, Colleges of Education and Universities. One can obtain PhD in Social Studies.</p>	Lead students to discuss the history of Nigeria Social Studies Education.	Participate in discussion of history of Nigeria Social Studies Education.	<p>1. Students textbooks.</p> <p>2. Resource person.</p> <p>3. Video clip</p>	Students to: explain the history of Nigerian Social Studies Education

SOCIAL STUDIES
JS I
FIRST TERM

SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Meaning, scope and Nature of Social Studies.	Students should be able to: 1. define Social Studies. 2. explain the scope and nature of social studies	1. Meaning of social studies - Study of man and his environment 2. Social Studies is a nation of many subjects, it comprises subjects like, Economics, Sociology, Geography, Political science, Religious history, Anthropology, Psychology and Technology. – Social studies is an integrated and unified course or subject which draws its ingredients mostly from the disciplines of social sciences. It studies how man live among other human being in a society.	1. Guides students to a discussion on the meaning of Social Studies. 2. Explains the Scope and nature of Social Studies.	1. Participate in class discussion 2. Listen and respond to questions in class.	Students textbooks charts. Social Studies materials.	Students to: 1. define Social Studies. 2. explain the scope and nature of Social Studies.
3	Importance of Social Studies	Students should be able to: state the importance of Social Studies.	1. Importance of Social Studies. – It helps man live in peace with his neighbor. – It teaches us to be law abiding citizens in the society. – It teaches us on how to be hard working and honest people. – Enables us to understand our environment.	1. Leads students to state the importance of social studies.	Play active roles in stating the importance of social studies	1. Students textbooks. 2. Posters	Students to: state the importance of Social Studies.

SOCIAL STUDIES
JS I
FIRST TERM

SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Family as a primary social group.	Students should be able to: 1. give a simple meaning of primary social group. 2. explain what makes the family a social group.	<p>1. Meaning of primary social group. It is a group that is made up of only few people. Since the members are not many they tend to know themselves very well; and they have face to face relationship with one another.</p> <p>2. What makes the family group.</p> <ul style="list-style-type: none"> – It is the primary unit of socialization because socialization begins from family. – All existing human beings belong to one family or the other, no man is an island of his own. – All societies develop from the family which is the smallest unit in the society. 	<p>1. Guides students to give the meaning of primary social group.</p> <p>2. Engage the students in questioning and discussion on what makes the family a primary group.</p>	<p>1. Participates in giving the meaning of primary social group.</p> <p>2. Provides answers and contribute to the discussion session.</p>	Charts, textbooks and pictures.	Students to: 1. give the meaning of primary social group. 2. explain four things that make the family a primary social group.
5	Roles and responsibilities of members of a family as a primary social group in the community.	Students should be able to: state the roles and responsibilities of members of a family.	<p>The roles and responsibilities of members of a family as a primary social group.</p> <ul style="list-style-type: none"> – Get members to work for the growth of the community. – Work as adult members to contribute to the economy. – Play key roles in population growth, especially the father and mother. – Play active role in political affairs i.e. registering and voting etc. 	<p>Invite some parents and teachers to give talks on their role and responsibilities of family members as a primary social group.</p>	<p>Take notes and ask questions on the talk being given by the resource persons.</p>	Charts, pictures. Resource persons. Parents	Students to: state three roles and responsibilities of the members of a family as a primary social group.

SOCIAL STUDIES
JS I
FIRST TERM

SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	The Family	Students should be able to: 1. define family 2. list the type's family. 3. relationship that can be found in a family Term / meaning.	<p>1. Definition or meaning of family. – A family is a group of people who are closely related by blood, marriage or adoption.</p> <p>2. Types of Family There are two types of family.</p> <ul style="list-style-type: none"> – Nuclear family and – Extended family. <p>Nuclear family is a simple family, made up of parents and their children. Members include husband, wife or wives and their children.</p> <p>The extended family is a family that is made up of the father, mother and children as well as other relations such as uncles, aunts, cousins, nephew, grandparents etc.</p>	<p>1. Leads a discussion on the meaning of family.</p> <p>2. Guides the students to list the two types of family.</p>	<p>1. Participate in class discussion.</p> <p>2. List the types of family.</p>	Charts, posters and pictures.	Students to: 1. explain the meaning of family. 2. list the two types of family.
7	The consequences of large/small family size. I	Students should be able to: describe the characteristics of large family size	<p>Characteristics of large family size</p> <ul style="list-style-type: none"> – Father, mother and many children. 	Illustrates the characteristic of large family size with posters, pictures and charts.	React to posters, pictures and charts on the characteristics of large family size.	Relevant posters, pictures and charts.	Students to: describe the characteristics of large family size.

SOCIAL STUDIES
JS I
FIRST TERM

SUB-THEME: FUNDAMENTALS OF SOCIAL STUDIES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	The consequences of large/small family size II	Students should be able to: explain the characteristics of small family size.	Characteristics of small family size Father, mother and very few children.	Uses case studies to explain the characteristic of small family size.	Participate in discussions.	Relevant cases	Students to: explain the characteristics of small family size.
9	The consequences of large/small family size III	Students should be able to: explain the consequences of family size on the quality of individual lives.	Consequences of family size on: Quality of individual lives.	Uses of case studies to explain the consequences of family size on the quality of individual lives.	Participate in discussions and debates.	Documentaries	Students to: list the consequences of family size on the quality of individual lives.
10	Consequences of large/small family size. IV	Students should be able to: explain the consequences of family size on the national economy.	Consequences of family size on the national economy.	Guides students to explain the consequences of family size on the national economy.	Participate in class discussion.	Charts and pictures	Students to: explain the consequences of family size on the national economy.
11	REVISION						
12	EXAMINATION						

SOCIAL STUDIES
JS I
SECOND TERM

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning and characteristics of culture. I	Students should be able to: 1. define culture 2. state some related concepts in culture.	Meaning of culture – a total way of life of people or society, it includes the totality of people’s beliefs, their modes of worship, etc. Some related concepts in culture. – Acculturation – Enculturation – Cultural influence – Cultural alternatives – Cultural consciousness – Cultural universals	1. Define culture with concrete examples 2. Leads students to state the related concepts in culture	Ask and answer questions on culture.	Motion pictures of culture.	Students to: 1. give a simple meaning of culture. 2. state some related concepts in culture.
2	Components of culture I	Students should be able to: 1. list the components of culture. 2. explain the listed components of culture.	– Components of culture – Material and non material culture. – Materials component of culture is the aspect of culture that includes all the things we see, feel and touch. – Non material culture is the aspect of culture that we cannot see, touch or feel. Examples are religion, language, music etc.	Take students to the museum and places of cultural interest to observe the display of Nigerian culture	Observe and report Nigeria’s cultural heritage.	1. Pictures of cultural display. 2. Visit to museum	Students to: list components of Nigerian culture.

SOCIAL STUDIES
JS I
SECOND TERM

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Meaning and characteristics of culture. Features of culture.	Students should be able to: group the components of culture as material and non-material.	Features of culture. – Language food and dressing – Religion Technology/Craft etc.	1. Guides student to discuss and identify: 2. Components of culture materials and non-material culture	Participate in class discussions	Visits to museum	Students to: state the examples of material and non-material aspects of culture.
4	Characteristics of culture	Students should be able to: state the characteristics of culture	Characteristics of culture – We learn culture – It tells us how different activities can be carried out. – Culture is universal. This means that culture can be found among all mankind. – Culture is dynamic its static, it changes from time to time and from place to place. – Culture does not die with the people of a particular generation, it is continuous. – Cultures grow i.e. the quality of culture can be improved upon.	Organize cultural activities and displays of cultural artifacts.	Collect and display materials from the various Nigerian cultures in cultural activities.	Regalia	Students to: state the characteristics of culture.

SOCIAL STUDIES
JS I
SECOND TERM

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Cultural similarities in Nigeria.	Students should be able to: identify cultural similarities among Nigerians.	Cultural similarities in Nigeria. e.g. – Marriage – Farming – Celebration of festivals – Style of leadership – Idol worship – Trading.	Guides students to identify variety of cultural traits among the different Nigerian cultures in order to identify their similarities.	Participate in the identification of the variety of cultures to get the similarities.	Motion pictures of culture.	Students to: identify the similarities among the cultural groups around your locality.
6	Cultural differences in Nigeria	Students should be able to: identify cultural differences among Nigerians.	Cultural differences in Nigeria. e.g. – Greetings – Hairstyle – Religion – Occupation – Houses – Food – Language – Dress	Leads students to identify cultural differences among Nigerians	Identify differences in the cultures of Nigerians	Pictures of cultural display.	Students to: Identify the differences among the cultural ethnic groups around your locality.
7	Shared norms and values of Nigerian communities	Students should be able to: mention some shared norms and values of Nigeria communities	Shared norms and values of Nigerian communities.	Sets students on inquiry session to find out from the community, some of the norms and values shared by Nigerian ethnic groups.	Participate in the inquiry session and reports their findings to the class for further discussion.	Regalia	Students to: mention some shared norms and values of Nigerian communities.

SOCIAL STUDIES
JS I
SECOND TERM

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Agents of socialization I	Students should be able to: enumerate the agents of socialization.	Agents of socialization e.g. Family, school, religious organization, press, age grade, peer group, clubs and societies.	Guides students to role-play socialization models.	Role-play agents of socialization in class	Role cards.	Students to: enumerate some of the Agents of socialization.
9	Agents of socialization II	Students should be able to: enumerate the agents of socialization.	Agents of socialization. – The agents of socialization are the different places where socialization can take place and the different teachers who carry out the socialization process. – The most important agent of socialization are: 1. the family 2. the School 3. the peer/age group 4. the mass media 5. the church/mosque 6. the community 7. political organizations. 8. social organizations.	Guides and directs students to role-play socialization models.	Role-play Agent of socialization in class.	Role cards	Students to: enumerate some of the agents of socialization.

**SOCIAL STUDIES
JS I
SECOND TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Importance of socialization.	Students should be able to: mention the importance of socialization.	Importance of socialization: — is the means by which human infants begin to acquire the skills necessary to perform as a functioning member of their society and is the most important learning process one can experience.	Uses futures wheel exercise to discuss the importance of socialization in our community.	Provide responses to complete the future wheel on the importance of socialization in our community.	Product of futures wheel exercise.	Students to: mention the importance of socialization.
11	REVISION						
12	EXAMINATION						

SOCIAL STUDIES
JS I
THIRD TERM

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Road safety as agent of socialization. I	Students should be able to: 1. state the meaning of road safety. 2. describe the structure and process of forming road safety club.	1. Meaning of road safety. 2. Structure and process of forming road safety club in schools.	1. Leads students to state the meaning of road safety. 2. Present charts on the structure and process of forming of road safety club for class discussion.	1. Participate in class discussion. 2. Draw the Organogram of Road safety club and discuss it.	A copy of Road safety club guidelines.	Students to: 1. state the meaning of road safety. 2. describe the structure and process of forming of Road Safety club in School from an Organ gram.
2	Road safety club as an agent of socialization. II	Students should be able to: state the roles of Road Safety club in the socialization of youths.	The roles of road safety club in the socialization of youths.	Invites road safety crop officer to give talks on the roles of FRSC in the Socialization of youths.	Write down the key points of the talk on the roles of Road Safety in the Socialization of the youths.	A picture of Road Safety club members.	Students to: state the roles of Road Safety club in the socialization of youths.

SOCIAL STUDIES
JS I
THIRD TERM

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Common social problems in Nigeria I	Students should be able to: 1. explain what is meant by common social problems. 2. identify social problems in the Nigerian Society.	1. Meaning of common social problems. 2. Contemporary social problems in Nigeria (e.g. Exam malpractice, cultism, HIV/AIDS etc).	1. explain the meaning of common social problems. 2. Involves the students in a pre-lesson identification of contemporary social problems by noting the frequency of occurrence of the problems on print and electronic media.	1. Participate in class discussion. 2. Collate and report information on contemporary social problems.	Newspapers and magazine articles.	Students to: 1. explain the meaning of common social problems. 2. identify social problems in Nigeria giving examples from their communities.
4	Common social problems in Nigeria II	Students should be able to: discuss the causes of the social problems.	Causes of contemporary social problems in Nigeria. e.g. Poverty, Corruption, Lack of parental care, Greed etc.	Guides class to discuss social problems and their causes.	Participate in class discussion on social problems and their causes.	Radio and TV and internet options.	Students to: discuss the causes of common social problems in Nigeria.
5	Ways of solving the common social problems in Nigeria I	Students should be able to: explain the effects of social issues and problems in Nigeria.	1. Effects of social problems: Poverty, underdevelopment etc.	Teacher leads a discussion on the effects of social problems.	1. Discuss effects of social problems.	1. Newspapers and magazine articles.	Students to: 1. explain the effects of social problems.

**SOCIAL STUDIES
JS I
THIRD TERM**

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Ways of solving the common social problems in Nigeria. II	Students should be able to: evaluate the measures adopted to solve social problems.	1. Ways of solving contemporary social problems e.g. Government policies, participation in civil society, personal discipline e.g. contentment, loyalty, faithfulness etc.	Guides students on ways of solving the social issues/problems.	Mention ways of solving the common social problems in their communities.	Radio and TV and internet.	Students to: proffer adequate measures for overcoming the problems.
7	Our roles in promoting safety in our community. I	Students should be able to: explain the need for safety.	Need for Safety.	Guides students to explain the needs and measures for ensuring safety in an environment.	Listen to guest speaker ask and answer questions. Explain need for safety.	Newspaper and magazine articles.	Students to: explain the need for safety.
8	Our Roles in promoting safety in our community. II	Students should be able to: enumerate measures that could be taken to ensure safety in the home, school.	1. Safety measures in the home, school.	Guides students to mention safety measures in the home, school.	Mention safety measures in the home and school.	Radio and TV and internet.	Students to: mention their roles in promoting safety in their homes and schools.
9	Our role in promoting safety in our community. III	Students should be able to: enumerate measures that could be taken to ensure safety in workplaces and environment.	Safety measures in workplaces and environment.	Guides students to mention safety measures in workplaces and environment.	Mention safety measures in workplaces and environment.	Radio and TV and internet.	Students to: mention their roles in promoting safety in workplaces and environment.

SOCIAL STUDIES
JS I
THIRD TERM

SUB-THEME: CULTURE AND SOCIAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Our roles in promoting safety in our communities IV	Students should be able to: list safety guidelines for pedestrians, cyclists, motorists.	Safety guidelines for pedestrians, cyclists, motorists etc.	List safety guidelines for pedestrians e.g. Walking on the left hand side facing oncoming vehicle. 1. Wearing bright coloured material while walking in the night etc. 2. Teacher demonstrate safety guidelines for road crossing. 3. Identifies safety guidelines for cyclists and motor cyclists. 4. Use of safety helmets. Use of rider's protection jacket. 5. Explain safety guidelines for motorists e.g. use of seat belts, obeying all traffic regulations.	List safety guidelines for pedestrians, cyclists, motorists, motor cyclists etc.	Documentaries.	Students to: list safety guidelines for pedestrians, cyclists, motorists.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
JS I
FIRST TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Civic education meaning norms and morals	Students should be able to: (1) explain what is meant by civic education. (2) state the norms and morals to make society last and survive.	(1) Meaning of civic education like rights and duties of a citizen. (2) Benefits the individual enjoys as a citizen.	(1) Leads the students to find out the meaning of civic education.	(1) Find out the meaning of civic education. (2) Participate in class discussion.	(1) Introductory texts on civic education. (2) Books on civic education.	Students to: (1) explain the meaning of civic education.
2	Civic education Civic obligation and fundamental human rights	Students should be able to: (1) mention the civic obligations. (2) identify fundamental human rights.	(1) The obligations like payment of taxes, obeying constituted authorities. (2) Fundamental human rights like, right to life etc.	(1) Guide the students to mention the civic obligations. (2) Guides the students to identify fundamental human rights.	(1) Participate in class discussion. (2) Mention some of the civic obligations. (3) Ask questions.	(1) Students textbooks. (2) Pictures of right to freedom of expression/worship.	Students to: (1) mention two civic obligations. (2) explain the fundamental human rights.
3	National Values I	Students should be able to: (1) explain what is meant by value. (2) mention some values in the society, e.g. co-operation self reliance, tolerance.	(1) Meaning of values e.g. like and dislike. (2) Levels of manifestation of values: -individual -society	(1) Leads the students to find out meaning of values. (2) Explain how the society judges the individual.	(1) Find out the meaning of values. (2) Participate in class discussion.	(1) Introductory texts on values and values systems. (2) Books on African proverbs and folk tales.	Students to: (1) explain the meaning of value. (2) state the manifestation of values.

**CIVIC EDUCATION
JS I
FIRST TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	National Values II	Students should be able to: (1) state the consequences of lack of value. (2) identify some of ill values in the society.	(1) State certain bad characteristics like corruption, dishonesty, lack of hard work. (2) Lack of peace high level of criminal activities.	(1) Leads class discussion on lack of value. (2) Guides the students to identify bad characteristics in the society.	(1) Participate in class discussion. (2) Ask and answer questions.	(1) Introductory textbooks on value. (2) Posters of arrested criminals.	Students to: (1) explain the consequences of lack of value. (2) mention two ill values.
5	National Values III	Students should be able to: (1) distinguish between value and lack of value. (2) list and explain three types of lack of value.	(1) Values are moral principles, while lack of value has no regard for values. (2) Types of lack of value: -high level of insecurity -lack of respect from foreigners -political and religious riots.	(1) Guides students to discuss the values and lack of value in our society. (2) Compile a list of wise sayings.	(1) Finds out meaning of values and lack of values. (2) Contribute to discussion, ask and answer question.	(1) Test books on value. (2) African proverbs and sayings that promote values.	Students to: (1) explain the difference between value and lack of value. (2) list three types of lack of values.

**CIVIC EDUCATION
JS I
FIRST TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	National Values IV	Students should be able to: (1) describe the level of manifestation of values. (2) identify societal factors that promote good values.	(1) Importance of values in the society e.g. unity, co-operation harmony (2) Factors that promote value system e.g. -Consistency -Trust -Tolerance -Fairness -Integrity -Commitment	(1) Uses case studies to guide students to analyze the importance. (2) Guide student to identify factors that promote good value system.	(1) Compile a list of wise sayings in the community that teach values. (2) Ask and answer questions.	(1) Moral instructional books. (2) Posters and cartoons.	Students to: (1) mention two importance of values. (2) list three factors that promote good values.
7	National values: honesty I	Students should be able to: (1) explain the meaning of honesty. (2) state the attributes of honesty.	(1) Meaning of honesty: -being completely truthful. (2) Attributes of honesty: -truth -trust -accountability -righteousness -selflessness -transparency.	(1) Guides discussion on: the meaning of honesty. (2) Creates activities to help identify attributes of honesty.	(1) Contribute to class discussion. (2) Role play to demonstrate honesty.	(1) Books on moral instructions. (2) Dictionary. (3) Newspaper stories.	Students to: (1) explain the meaning of honesty. (2) list two attributes of honesty.

**CIVIC EDUCATION
JS I
FIRST TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	National values: honesty II	Students should be able to: (1) state the benefits of honesty. (2) discuss the consequences of dishonesty.	(1) Benefits like: -honesty makes people believe in us. -it will lead to good elections and honest leaders. -it will lead to economic development of our country. -it will minimize crimes etc. (2) Consequences of dishonesty e.g. -Examination malpractice -Cheating -Fraudulent practices etc.	(1) Arranges for a guest to talk to the students about honesty. (2) Guides the students role play to demonstrate honest behaviour	(1) Recount instances that honesty paid off. (2) Write short story on the value of honesty. (3) Ask and answer questions.	(1) Documentaries (2) Posters and cartoons.	Students to: (1) enumerate three benefits of honesty. (2) list and explain four consequences of dishonesty.

**CIVIC EDUCATION
JS I
FIRST TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	National values cooperation I	Students should be able to: (1) explain cooperation. (2) Describe the attributes of cooperation.	(1) Meaning of cooperation e.g. work together to achieve goal. (2) Attributes e.g. sharing, caring supporting etc.	(1) Leads discussion on the meaning attributes and benefits of cooperation. (2) Guides students in team activities.	(1) Contribute to discussion and give examples. (2) Write essays on cooperation.	(1) Films newspapers, radio, TV programmes and dictionary	Students to: (1) explain cooperation and give two examples. (2) list three attributes of cooperation.
10	National values cooperation II	Students should be able to: (1) identify factors that promote cooperation, trust, humility, patience, tolerance, open mindedness. (2) state the benefits of cooperation.	(1) Factors that promote cooperation e.g. trust, setting goals together, patience understanding humility, tolerance open-mindedness etc. (2) Benefits of cooperation. -Harmony -Progress -Goal achievement.	(1) Guides students to identify factors that promote cooperation. (2) Arranges for a guest speaker to talk to the students about cooperation.	(1) Relate their experiences in team activities. (2) Carry out, group assignment and write report.	(1) Documentaries on ECOWAS, AU, UNO. (2) Common wealth Olympic games etc. (3) Posters.	Students to: (1) mention four factors that promote cooperation. (2) enumerate three benefits of cooperation.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
JS I
SECOND TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
1	Self Reliance I	Students should be able to: (1) explain the meaning of self reliance. (2) list the attributes of self reliance.	(1) Meaning of self reliance. (2) Attributes of self-reliance: -confidence -hard work -dedication to duty -self sufficient -honesty	Lead class discussion on meaning attributes of self reliance.	1. Contribute to discussion what they think their talents are. 2. Ask and answer questions.	(1) Introductory textbooks on self reliance. (2) Visit to practical skills acquisition centres.	Students to: (1) define self reliance. (2) discuss three benefits of self reliance.
2	Self Reliance II	Students should be able to: (1) identify importance of self-reliance. (2) identify processes of discovering one's natural talents.	(1) Processes of identifying nurturing and perfection of talents and skills. (2) Benefits of self-reliance: -oneself -family -society	(1) Give practical examples of agencies that help tap and develop talents.	(1) Discuss possible areas of specialization. (2) Guide the students on how to make wealth and develop the nation.	(1) Practical activities to enable students identify their skills and talents.	Students to: (1) discuss two consequences of being dependent on others or society. (2) identify the importance of self-reliance.

**CIVIC EDUCATION
JS I
SECOND TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
3	Self Reliance III	Students should be able to: (1) discuss how to nurture the identified talents. (2) mention the consequences of wasted talents and undeveloped skills.	(1) Understanding that the wealth of a nation is contained in its natural and human resource. (2) Consequences of undiscovered talents and undeveloped skills.	(1) Creates activities to help identify student skills and talents (2) Poster of sporting activities	(1) Discusses on processes of nurturing of talents and skills. (2) Ask and answer questions.	(1) Textbooks on self-reliance (2) posters of youths restiveness for not developing their skills.	Students to: (1) enumerate five natural talents that people possess.
4	Self Reliance IV	Students should be able to: (1) state the reasons why on individual should be self reliant. (2) identify the processes of one's talent.	(1) Reasons for self reliance like, to make individual have confidence in he or herself. (2) Processes of identifying one's talent for examples observation from parents.	(1) Leads the class on reasons for self reliance and knowing what their talents are. (2) Gives practical examples of a self reliant man.	(1) Contribute to discussion on what and how innovation brings creativity. (2) Discuss possible areas to identify what they like naturally.	(1) Practical activities to enable students to identify their talents. (2) Posters of a self-reliant man.	Students to: (1) explains reasons for being self reliant. (2) list four ways or processes of identifying one's talent.

**CIVIC EDUCATION
JS I
SECOND TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
5	Citizenship I	Students should be able to: (1) explain the meaning of citizenship (2) state who a citizen is.	(1) Meaning of citizenship membership of a nation based on laid down conditions. (2) A citizen is somebody born into a country, who naturalizes into the country, (3) A citizen is opposite of an alien.	(1) Guides students to explain meaning of citizenship. (2) Discusses who a citizen is.	(1) Find out the meaning of citizenship. (2) Participate in class discussion.	(1) The Nigeria constitution. (2) Specimen copy of citizenship registration forms.	Students to: (1) describe the term citizenship. (2) explain the concept of citizenship.
6	Citizenship II	Students should be able to: (1) state the difference between a citizen and non-citizen. (2) name different types of citizenship.	(1) A citizen owes allegiance to the states; non-citizen does not owe allegiance to the state. (2) Types of citizenship by birth, by registration and naturalization.	(1) Guides the students to explain the difference between citizen and non-citizen. (2) Guides the students on the discussion on the processes of becoming citizen of country.	(1) Participate in discussion on the difference between the citizen and non-citizen. (2) Find out and report on: -the birth places of their parents. -their place of birth.	(1) The Nigeria constitution. (2) Sample national I.D. Cards. (3) Posters of passengers on board.	Students to: (1) distinguish between citizen and non-Citizen. (2) name two different types of citizenship.

**CIVIC EDUCATION
JS I
SECOND TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
7	Citizenship II	Students should be able to: (1) describe the processes of becoming citizen of a country. (2) explain the meaning of an alien or a foreigner.	(1) Process of becoming a citizen of a country. (2) An alien is barred from voting during election. (3) An alien cannot hold a public office.	(1) Leads the student to explain citizenship by conferment. (2) State the meaning of an alien in a country.	(1) Participate in class discussion differences between place of birth and place of origin. (2) Students to find out and report to the class their own birth places and that of their parents.	(1) Sample of birth certificate. (2) The Nigeria constitution.	Students to: (1) explain two processes of becoming citizen of a country. (2) explain the meaning of an alien.
8	Citizenship IV	Students should be able to: (1) explain the meaning of dual citizenship. (2) state the reasons for loss of citizenship.	(1) Meaning of dual citizenship for example some Nigerians in U.S. or U.K. have the citizenship of those countries in addition to their Nigerian citizenship. (2) Reasons like -Renouncing of citizenship -Illegal acquisition of citizenship etc.	(1) Leads students to explain dual citizenship. (2) State the reasons for loss of citizenship.	(1) Students to find out and also read about dual citizenship. (2) Participate in class discussion. (3) Explain reasons for loss of citizenship.	(1) Textbooks (2) Specimen copy of citizenship. (3) The Nigeria constitution.	Students to: (1) explain the meaning of dual citizenship. (2) give two reason for loss of citizenship.

**CIVIC EDUCATION
JS I
SECOND TERM**

SUB-THEME: NATIONAL VALUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
9	Rights and duties of citizen I	Students should be able to: (1) Explain the meaning of rights and duties. (2) Mention the types of right of citizenship.	(1) Meaning of rights e.g. basic entitlements which citizens enjoy: -promotes the dignity and worth of citizens. (2) Types of right: -right to life -right to education -right to opinion/freedom of expression.	(1) Prepares flash cards. (2) Guides the student to discuss types of rights (3) Students ask and answer questions.	(1) Read about citizens right and duties. (2) Participate in class discussion and debates.	(1) School rules and regulations (2)The Nigeria constitution	Students to: (1) explain the rights and duties of citizens. (2) mention two types of right of citizenship.
10	Rights and duties of citizens II	Students should be able to: (1) identify and distinguish between citizen's rights and duties. (2) state the importance of citizen's rights and duties.	(1) Difference between "Rights" e.g. voting rights and "Duties" (e.g. payment of taxes, obedience to the law) of citizens. (2) Importance of citizens rights and duties: -social control -peace -due process -discipline	(1) Guides students to discuss the school rules and identify their rights and duties to the school. (2) State the importance of rights and duties.	(1) Contribute to discussion and give various examples of rights and duties. (2) Sort-out flash cards on rights and duties.	(1) The Nigeria constitution. (2) Flash cards (3) Posters.	Students to: (1) distinguish between right and duties. (2) mention the importance of right and duties of citizens.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
JS I
THIRD TERM**

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
1	Rights and duties of citizen	Students should be able to: (1) state the obligations of citizens. (2) describe the consequence of citizens not performing obligations to the community, state and nation.	(1) Obligations of citizens. -Economic/Financial obligations: -civic obligations -social obligations -political Obligations (2) Consequences of citizens not performing obligations: -lack of infrastructures -unemployment -it can lead to anarchy.	(1) Guides the students to -Discuss the obligations of citizens. (2) Guides students to describe the consequences of citizens not performing their obligations.	(1) Contribute to discussion and find out what obligations of citizens means. (2) Student should brainstorm on the consequences of failure of citizens performing of obligations.	(1) Books on rights and duties of citizens. (2) Posters of sanitary inspector officers.	Students to: (1) enumerate obligations of citizens. (2) discuss difference between rights and obligations. (3) demonstrate how obligation affects the performance of rights.
SUB THEME: NATIONAL CONSCIOUSNESS							

**CIVIC EDUCATION
JS I
THIRD TERM**

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
2	Objects of national consciousness I	Students should be able to: (1) state the meaning of self consciousness. (2) distinguish between group and communal consciousness.	(1) Self consciousness the individual. becomes conscious of -Economic -Social, political and civic responsibilities (2) Differences between group and communal consciousness (e.g.) groups are made aware of their responsibilities to the group and nation communal (e.g.) is the awakening of the community to its political and civic responsibilities.	(1) Guides the students to explain self consciousness. (2) Discusses on the group and communal consciousness showing their responsibilities of the nation.	(1) Read about self consciousness. (2) Participate in class discussion and debates.	(1) Books on national consciousness. (2) Dictionary (3) Newspapers	Students to: (1) explain the meaning of self consciousness. (2) distinguish between group and communal consciousness.

CIVIC EDUCATION
JS I
THIRD TERM

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
3	Objects of national consciousness II	Students should be able to: (1) state the meaning of national consciousness. (2) describe the “term” national identity.	(1) National consciousness e.g. all ethnic groups act in unity and work towards one goals. (2) National identity e.g. the method, sign, symbols or ways by which members of a nation recognize themselves, quite distinct from others.	(1) Leads students to discuss national consciousness. (2) Analyses the national identity, give examples of national identity.	(1) Contribute to discussion. (2) Lead the discussion on how they can associate with the culture in the society. (3) Ask and answer questions.	(1) Textbooks. (2) Resource person.	Students to: (1) explain the meaning of national consciousness. (2) mention two importance of national identity.
4	Objects of national consciousness III	Students should be able to: (1) describe the “term” national symbols. (2) state the major ethnic groups in Nigeria.	(1) Meaning of national symbols. -Images or objects designed to show certain things found in a country which are typical of that country (2) The three major ethnic groups: -Igbo -Hausa -Yoruba	(1) Guides students on: the meaning of national symbols. (2) Give practical example of the three ethnic groups.	(1) Read about national symbols. (2) Participate in class discussion and debates. (3) Contribute to discussion and give examples.	(1) Textbooks. (2) Posters of the major ethnic groups in Nigeria.	Students to: (1) explain the meaning of national symbols (2) give three examples of the major ethnic groups in Nigeria.

CIVIC EDUCATION
JS I
THIRD TERM

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
5	Objects of national consciousness IV	Students should be able to: (1) identify Nigeria's national symbols. (2) explain the meanings of national symbols.	(1) National symbols -Coat of arms -National flag -National currency (2) Meanings of national symbols (e.g.) coat of arms is an emblem that stands for authority and power. (3) National flag is for unity and faith, peace and progress etc.	(1) Brings pictures and charts to the classroom. (2) Guides students to explain meanings of symbols.	(1) Identify and describe national symbols. (2) Explain the meanings of symbols.	(1) A chart showing all the Nigerian national symbols. (2) National flag.	Students to: (1) list three national symbols. (2) describe meanings of the symbols.
6	Objects of national consciousness V	Students should be able to: (1) explain the meaning of national unity. (2) identify the items found in the coat of arms and what they stand for.	(1) Meaning of national unity citizen of a country working together for the purpose of peace and progress of the nation. (2) items found in the coat of arms (e.g.) -A red eagle stands for strength and pride of Nigeria -The two white horses stand for dignity and pride etc.	(1) Guides discussion on: -The meaning of national unity. (2) Give practical examples of the items found in coat of arms.	(1) Participate in class discussion of the meaning of national unity (2) Identify and describe the coat of arms.	(1) Textbooks (2) Pictures showing the Nigerian coat of arms.	Students to: (1) explain the meaning of national unity. (2) identify the items found in coat of arms and what each stands for.

**CIVIC EDUCATION
JS I
THIRD TERM**

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
7	Objects of national consciousness VI	Students should be able to: (1) describe the unifying measures included in the Nigerian national anthems and pledge.	(1) National anthem and pledge (2) Unifying measures -To serve Nigeria will all my strength. -Defend the unity of Nigeria and uphold her honour and glory.	(1) Analyses the national anthem and pledge. (2) Guides students to identify unifying national goals.	(1) Recite the national pledge. (2) Lead the discussion on how to promote national unity.	(1) A chart showing al the Nigerian national symbols. (2) National flag.	Students to: (1) identify the unifying factors in the national anthem and pledge. (2) explain the meanings of the symbols.
8	Objects of national consciousness VII	Students should be able to: (1) describe the measures adopted by government to promote unity among Nigerians. (2) describe the pledge as a unifying measure.	(1) Purpose of establishment of national institutions like NYSC, unity schools, federal character etc. (2) Pledge as uniting measure. -Is an oath that citizens take to be faithful, loyal and honest to their country?	(1) Leads students to discuss measures to promote unity among Nigerians. (2) Guides students in identifying factor in national pledge.	(1) Participate in class discussion. (2) Discuss effort by government to promote unity among Nigerians.	(1) Textbooks. (2) Specimen of Nigerian currency. (3) Posters and documentaries.	Students to: (1) explain efforts by government to promote unity. (2) identify the unifying measure in the national pledge.

CIVIC EDUCATION

JS I

THIRD TERM

SUB-THEME: CITIZENSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
9	Objects of national consciousness VIII	Students should be able to: (1) discuss parts of Nigerian constitution that seek to promote national consciousness and national unity. (2) state reasons for state creation in Nigeria.	(1) Ways of promoting national unity -Tolerance -Hospitality -Non-Discrimination -Inter-marriage etc. (2) creation of state: -To give every part of the country a sense of belonging -To bring unity to the country.	(1) Guides the students in identifying ways of promoting national unity. (2) Leads students to discuss reasons for state creation.	(1) Lead discussion on how they can promote unity. (2) Participate in class discussion on: Reasons for state creation.	(1) Nigerian constitution. (2) Posters and documentaries.	Students to: (1) identify factor to promote national unity. (2) explain two reasons for state creation.
10	Objects of national consciousness IX	Students should be able to: (1) discuss how individuals and groups can promote national unity (2) state the importance of national unity	(1) Individuals and groups promote national unity. -Investing in state other than our own -Learning the language and customs of other ethnic groups, etc. (2) Importance of national unity. -It will make Nigeria truly giant of Africa -Will promote peace, unity and love among Nigerians. -Will help to eliminate religions and ethnic riots etc.	(1) Guides students to: discuss how individuals, group can promote national unity. (2) State the importance of national unity.	(1) Participate in discussion and debates. (2) Leads the discussion on how individuals groups can promote national unity. (3) Ask and answer questions.	(1) Students textbooks. (2) Pictures of activities that promote national unity. (3) Cartoons and films.	Students to: (1) discuss how individual groups can promote national unity. (2) mention some importance of national unity.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
JS I
FIRST TERM

SUB THEME: RELIGION AND GOD CREATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Religion and God Creation I	Students should be able to: 1. state the meaning of religion. 2. mention the major religion in Nigeria. 3. explain the importance of religion.	1. The meaning of religion 2. Major religion in Nigeria. 3. Importance of religion.	1. Explain the meaning of religion. 2. Leads the students to mention the major religions. 3. Guides the student to discuss the importance of religion.	1. Listen and write down notes. 2. Listen and participate in discussion. 3. Mention the major religion in Nigeria. 4. Participate volunteer to bring some material.	1. Bible 2. Film strip 3. Students as learning resources 4. Costumes	Students to: 1. give the meaning of religion. 2. mention the major religion in Nigeria 3. list five importance of religion.
2.	Religion and God Creation II	Students should be able to: 1. define God. 2. mention five natures of God. 3. mention the three person in one God.	1. Definition of nature of God. 2. Attributes of God meaning of God in different Nigeria ethnic languages.	1. Define God. 2. Leads the students to explain the nature of God. 3. Leads the student to identify three persons in one God. 4. Guides the students to discuss the attributes and name of God in different Nigeria ethnic languages.	1. Listen and participate in discussion 2. Listen and write down notes. 3. Mention the nature, attributes and different names of God.	1. Bible 2. Film strip 3. Students as learning resources 4. Costumes.	Students to: 1. define God. 2. mention and briefly explain five natures of God. 3. mention the three person in one God 4. define attributes. 5. mention six attributes of God. 6. mention the names of God according to the following ethnic group. Igbo, Hausa, Yoruba etc.

CHRISTIAN RELIGIOUS STUDIES
JS I
FIRST TERM

SUB THEME: RELIGION AND GOD CREATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	The Bible	Students should be able to: 1. explain the meaning of the Bible. 2. identify the books in the bible. 3. identify the additional books in the bible called "camionical". 4. state lesson from the books of the bible.	1. The Meaning of the bible. 2. Identify books in the bible. 3. Identify additional books in bible lesson from the books in the bible.	1. Explain the meaning of bible. 2. Leads the students to differentiate old testament and New testament. 3. Guides the students to discover some additional books in the bible. 4. Discuss various aspects of bible passage.	Listen to the teacher's and ask question copy notes from the chalkboard.	1. The Holy Bible 2. Bible picture 3. Bible films	Students to: 1. give the meaning of the bible. 2. narrate the meaning of the bible.
4	The creation story	Students should be able to: 1. state the meaning of creation. 2. give Biblical account of creation genesis 1 and 2.	1. Creation – meaning of creation. 2. Biblical Account of the creation Genesis 1 and 2.	1. Sequentially tells the story of the creations. 2. Guides students to read the bible passages Genesis 1 and 2.	1. Participate in discussion on God creation. 2. Read and search the bible. 3. Copy point into notes 4. draw something created by God.	1. Holography showing sequence of creation. 2. Bible 3. Natural school environment showing vegetation, firmament etc.	Students to: 1. give the meaning of creation 2. give the biblical account of the creation from day one today six. 3. narrate the story of the creation of man and woman. 4. draw some of things God created.

CHRISTIAN RELIGIOUS STUDIES
JS I
FIRST TERM

SUB THEME: RELIGION AND GOD CREATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	The creation story	Students should be able to: 1. state the purpose of creating human beings- 1 st man and 1 st Woman. 2. sing song about creation.	1. Purpose of creating human beings (know Him, worship Him, serve Him) etc. 2. Songs about creation (in English and different Nigeria languages e.g. all things bright and beautiful, the Lord God made them all.	1. Explains and discusses reason why God made man and woman. 2. sing the song for them to sing. 3. Guides students to read the bible passages. Genesis 1 and 2.	1. Participate in discussion on God creation on human being. 2. Create the song.	1. Bible 2. Hymn books 3. Pictures	Students to: 1. state why God created human beings. 2. create the song of creation in your own languages. 3. copy down the notes.
6	Marriage I	Students should be able to: 1. explain the meaning of the term “Marriage”. 2. state three functions of marriage. 3. explain procreation.	1. The meaning of marriage Gen 2:22-25. 2. Function of marriage Eph 5:21-31 companionship procreation responsibility. 3. Importance of marriage Ruth 4:1-22 4. Preventing HIV VIRUS AND AIDS etc.	1. Guide students to read relevant bible passage. 2. Guide students for importance of marriage. 3. Take student on field trips to church or traditional wedding. 4. Mimic song on marriage concerning Ruth and Naomi.	1. Watch and appreciate wedding pictures. 2. Read bible passages 3. Go on field trips and discuss their. observation role each play during wedding 4. Sing and dance to marriage. 5. Copy chalkboard summaries into their notes.	1. Bible picture 2. Wedding discussion. 3. Costumes 4. Learners environment. 5. Artificial flowers, rattia calabash, cake money etc. 6. Invitation Cards to wedding. 7. Wedding songs in cassettes.	Students to: 1. give the meaning of marriage. 2. list types of marriage. 3. State three functions of marriage. 4. write four importance of marriage.

CHRISTIAN RELIGIOUS STUDIES
JS I
FIRST TERM

SUB THEME: DISOBEDIENCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Marriage II	Students should be able to: 1. write things invented by man. 2. draw the things invented by man. 3. state the uses of things invented by man.	Things invented by man.	Guides the students to their natural environment e.g. their classroom.	Go on field trips and discuss their observation role each play during wedding.	Learners environment toys.	Students to: 1. list ten things invented by man. 2. draw 5 things invented by man.
8	Disobedience I	Students should be able to: 1. explain the term disobedience. 2. give biblical account of first human disobedience. 3. identify people in the bible that are disobedience.	1. Meaning of disobedience. 2. Biblical account of first human disobedience Gen 3:1-19.	1. Explain the meaning of disobedience. 2. Guide the students to read bible passages. 3. Lead the students to identify disobedience as sin.	1. Read individually the bible passages. 2. Listen and participate in reading.	1. Bible 2. Educational television 3. Film strips 4. Projector 5. Students as learning resources.	Students to: 1. explain the term disobedience. 2. give the biblical account of the first human disobedience. 3. write two names of people in the bible that disobeyed God.
9	Disobedience II	Students should be able to: state the consequences of disobedience,	1. Consequences of Adam and Eve Gen 3:14-19. 2. Learners disobedience and consequences. 3. Disobediences against the national law.	Guides students to respect and obey the laws of the nations national anthem, national pledge.	1. Listen to the teacher and ask question. 2. Recite the national Anthem and national pledge.	Students as learning resources chalkboard summary of the National anthem/pledge.	Students to: 1. mention 3 Consequences of the disobedience of Adam and Eve. 2. write the National Anthem.

CHRISTIAN RELIGIOUS STUDIES
JS I
FIRST TERM

SUB THEME: RECONCILIATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Reconciliation	Students should be able to: 1. explain the meaning of reconciliation. 2. identify three conditions necessary for reconciliation. 3. mention two examples of reconciliation in the bible. 4. list four measures that could be taken to achieve reconciliation.	1. The meaning of reconciliation. 2. Condition Necessary for reconciliation. 3. The prodigal son (repairs a broken relationship). 4. Ways of reconciliation with offenders. 5. Moral lesion.	1. Guides students to explain the meaning of reconciliation leads the students to identify condition necessary for reconciliation. 2. Guide the students to discussion ways of reconciling by their action in the class.	Listen and participate in discussion listen and write down notes.	1. Students as learning resources 2. Film strip 3. Bible 4. Pictures	Students to: 1. meaning of reconciliation. 2. mention condition necessary for reconciliation. 3. write four way of reconciliation. 4. state four measure could be taken to achieve reconciliation. 5. state a lesson in the topic.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
JS I
SECOND TERM

SUB THEME: CALL TO REPENTANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Call to repentance	Students should be able to: 1. the meaning of repentance. 2. describe how David and Zaccheus responded to the call for repentance. 3. Give an account of the act of repentance of the Ninevities.	1. Meaning of repentance. 2. King David obeys God's call to repentance 2 Sam 12:7-13, Ps 51:1-19 , Zaccheus Lk 19:1-9 3. The people of Nineveh repented of their sins Jonah 3:1-10	1. Guide students to mimic Jonah in Nineveh. 2. Guides the students to read Bible passages and explains.	They use role method, mimic and read bible passages.	1. Students as learning resources. 2. Flip charts with songs of repentance written on them. 3. Pictures of Zaccheus on the sycamore tree.	Student to: 1. State the meaning of repentance. 2. Recite Psalm 51. 3. Explain how Zaccheus with Jesus Christ and got repented.
2	Call to repentance I	Students should be able to: 1. identify the demand to repentance on John the Baptist. 2. state and discuss some consequences of lack of repentance.	1. John the Baptist calls for repentance Lk 3:1-14. 2. Consequence of lack of repentance 1 st Sam 3:18, 4:10-21.	Guides the students to read bible passages and explains.	Read bible passages.	Students as learning resources pictures of John the Baptist.	Student to: 1. narrate the story of John the Baptists. 2. write four consequences of lack of repentance. 3. mention three things you think John the Baptist might say to students and youths in Nigeria today on cultism examination malpractices, unchastely drug abuse, drunkenness etc.

CHRISTIAN RELIGIOUS STUDIES
JS I
SECOND TERM

SUB THEME: CALL TO OBEDIENCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Call to Obedience II	Students should be able to: 1. explain the meaning of obedience. 2. narrate the story of the call of Abraham.	1. Meaning of obedience. 2. Abraham obeys God's Call. Gen 12:1-9. 3. The birth of Isaac Gen 21:1-8.	1. Guides reading of Bible passages. 2. Leads discussion on (blessings) accrued from Abraham Obedience.	1. Listen and participate in reading. 2. Mention blessings accrued from obedience. 3. Listen and write down notes.	1. Bible atlases. 2. Pictures/posters of Abraham leaving you of the Chaldeans. 3. Concrete object.	Student to: 1. give the meaning of obedience. 2. narrate the story of the call of Abraham and his response. 3. write three blessings of Abraham for obeying God's call.
4	Call to Obedience III	Students should be able to: 1. State the blessings from Abraham's Obedience to God's call. 2. Dramatize the story of the "sacrifices" of Isaac.	1. Blessing from obeying God's call. Gen 12:1-9, 22:1-19. 2. Abraham demonstrates his obedience Gen 22:1-19.	Dramatization of the "Sacrifice" of Isaac.	1. Participate in reading of Bible passages. 2. Participate volunteer to act, volunteer to bring costumes and act their roles. 3. Copy down the notes.	1. Costumes 2. Students as resource persons to act role play.	Student to: 1. write the story of Isaac. 2. dramatize the story of the "sacrifice" of Isaac.

CHRISTIAN RELIGIOUS STUDIES
JS I
SECOND TERM

SUB THEME: CALL TO OBEDIENCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Call to Service I	Students should be able to: explain the meaning of service, work and profession search for a prayer of Ignatius Loyola as a daily guide about your profession.	Meaning of service work and profession	1. Explain the meaning of service, work and profession with their daily work activity 2. Guide the students to discover different work according to their capabilities	Participate copy chalkboard summary	Students as learning resources	Student to: 1. define service work and profession. 2. why has God established the various professions. 3. pray a prayer of Ignatius Loyola.
6	Call to Service II	Students should be able to: mention people who served in the Bible.	Example of people who served in the Bible, Joseph served in Egypt (gen 37:12-36), 41:37-57.	1. Guide students to read Bible passages 2. Leads student to deduce lessons from service lives of Joseph.	1. Read Bible passages 2. Deduce lessons and write same into their notes.	1. Students as learning resources. 2. Posters of leader 3. Bible picture 4. Bible	Student to: 1. discuss if Joseph had failed in the assignment give to him by Pharoar, what could had happen. 2. mention four different positions of trust Joseph held at various times in Egypt laying emphasis on his to God. 3. mention two sets of people that Joseph's services benefitted.

CHRISTIAN RELIGIOUS STUDIES
JS I
SECOND TERM

SUB THEME: CALL TO OBEDIENCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Call to Service III	Students should be able to: 1. mention people who served in the Bible. 2. tell the story of Ruth's faithfulness in service.	Example of people who served in the Bible, tell the story of Ruth's service to her mother-in-law Ruth 1:7-18.	1. Guide students to read Bible passage 2. Leads students to deduce lessons from service lives of Ruth.	1. Read Bible passages 2. Copy down notes from chalkboard summary.	1. Bible 2. Students as learning resources 3. Bible Pictures	Student to: 1. from Ruth 2:2-15 mention three services which Ruth rendered to Naomi. 2. write three important lessons you have learnt from the services life of Ruth to Naomi.
8	Call to Service IV	Students should be able to: state the lesson from the character of Joseph and Ruth.	Lessons from the service of Joseph and Ruth Gen 41:37-57 Ruth 1:7-18, Ruth 2:2-18.	1. Guides students to read Bible passages. 2. Leads students to mark the important lesson from the service of Joseph and Ruth in Humanity today.	Read bible passage discuss on each character so they can emulate.	1. Bible 2. Students as learning resources 3. Bible Pictures	Student to: write three important lesson your have learnt from the service life of Joseph and Ruth.

CHRISTIAN RELIGIOUS STUDIES
JS I
SECOND TERM

SUB THEME: CALL TO OBEDIENCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Call to Service V	Students should be able to: enumerate ways Christian are called to the service of God and humanity.	Life in God's service peter 2:18-25.	Guides students to assess qualities of some Nigerian leaders both past and present.	1. Read Bible passages 2. Copy down notes from chalkboard summary.	1. Poster of leaders 2. Newspapers showing photographs of leaders rendering services to humanity.	Student to: 1. do a research on three great people you have heard of apart from those in the bible that God has blessed through their services. 2. state what they did and how God blessed them.
10	Call to Service VI	Students should be able to: state the problems and blessing of service.	Problems of service and blessing of service. - problems - Suffering 2 Corinthians 11:24-29 - Martyrdom Acts 7:59-60. - persecution Acts 4:1-3 - Bribery and corruption Act 24-25b-26	Guide the students to discover problems and blessing in service.	1. Read Bible passages 2. Copy down notes from chalkboard summary.	1. Bible 2. Students as learning resources 3. Bible Pictures	Student to: 1. identify the problems in rendering service. 2. state the problems of service.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
JS I
THIRD TERM

SUB THEME: RELATIONSHIP IN THE FAMILY ACTIVITIES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Relationship in the family I	Students should be able to: 1. explain the meaning of family. 2. differentiate people in the family by recognition of family members.	1. Meaning and types of family 2. Recognition of family.	1. Guides students to draw the family tree. 2. Explain and discuss different people in the family.	1. Draw his/her own family tree.	1. Picture of family members. 2. Flash cards bearing names of persons. 3. Drawing showing family tree of Jesus.	Student to: 1. writes names of three member of the family. 2. identify different types of family.
2.	Relationship in the family	Students should be able to: 1. mention the different types of families. 2. mention names of their family members and draw the family tree.	1. Different roles of members of the family. Eph 6:1-9, 5:21-33, Col 3:18-21 1 st Pet 3:1-7. 2. Concept of Good family name.	Explains different roles of family members.	1. Listen and read in turns the Bible passage. 2. Mention some families in the community.	1. Flash cards bearing names of persons. 2. Drawings showing family tree of Jesus. 3. Students as learning resources.	Student to: 1. identify different types of family. 2. mention three roles of members of the family. 3. mention things that help to maintain a family name reputation .

CHRISTIAN RELIGIOUS STUDIES
JS I
THIRD TERM

SUB THEME: RELATIONSHIP IN SCHOOL

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Relationship In School I	Students should be able to: 1. name the members of their school principle, subject teachers, prefect friends etc. 2. choose friends at school factors common interest age religion.	1. Names of members of the schools (school, principal subject teacher prefects, friends etc. 2. Choosing friends at school factors.	1. Guides students to list names of principal teachers etc. 2. Guides students on how to identify genuine friends.	1. Writes down names of teachers and their subject areas. 2. Mention factors that aid men in choosing friends. 3. Mention qualities of good friendship.	Students and school environment as learning resources wall charts.	Student to: 1. make a list of their school teacher. 2. mention two factor to consider when choosing friends.
4	Relationship In School II	Students should be able to: 1. identify the factors that aids them in choosing friends. 2. narrate the types of friendship between David and Jonathan 1 st Sam 18:1-5. 3. the friend at midnight Lk. 11:5-13.	1. Friendship between David and Jonathan. 2. The friend at midnight.	1. Guide the student to real relevant Bible passages. 2. Guide Student to mimic the story of the David and Jonathan friend at midnight. 3. leads the students to identify friendship.	1. Mention qualities of good friendship. 2. Mention social evils among youths role play of the friend at midnight.	1. Wall carts showing qualities of genuine friendship concrete objects loaves of bread, mats, classroom chair and space 2. Bible 3. Educational 4. Television	Student to: 1. give 4 reason why they must choose good friends. 2. list 5 consequences of choosing bad friends.

CHRISTIAN RELIGIOUS STUDIES
JS I
THIRD TERM

SUB THEME: RELATIONSHIP IN SCHOOL

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Relationship in the church and community I	Students should be able to: 1. identify names of members and rulers of their communities. 2. state ways we maintain relationship in the community.	1. Identification of the name of community leaders. 2. Ways of sustaining relationship in the community - Respect for elders and leaders. - Obedience to the laws of the land. - participate in community development programmes. - Caring for the needy - Religions tolerance Matt 25:31-46.	1. Leads students to identify names of some community members. 2. Guides Bible reading of relevant passage.	1. Search for information about founders of their community. 2. Read relevant Bible passages.	Poster of needy members of the communities.	Students to: 1. mention names of three community members and rulers. 2. state 3 ways we can maintain relationship in community.
6	Relationship in the church and community II	Students should be able to: 1. mention ways to maintain relationship in the church. 2. write and discuss their observations at the field trip.	1. Relationship in the church Romans 12:9-12, 1 st Peter 3:8-13, Romans 13:1-7. 2. Maintaining relationship in the church 1 st Pet 3:8-13, Romans 13:1-7 - Love your Christians brothers and sister Rm 12:9-21. 3. Takes learners on field trip around the community.	1. Leads students to identify the hierarchy in the church. 2. Guide Bible reading of relevant passages.	1. Read relevant Bible passages. 2. Go on field trips. 3. Discuss observations at field trips. 4. Visit the Orphanage.	1. Cartoon and clippings of very rich men giving or denying alms to beggars and destitute. 2. Pictures of rulers, priests, bishop, worshippers.	Students to: 1. mention names of hierarchy in the church. 2. state 3 ways we can maintain relationship in the church discuss observations at field trips.

CHRISTIAN RELIGIOUS STUDIES
JS I
THIRD TERM

SUB THEME: RELATIONSHIP IN SCHOOL

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Relationship with God	Students should be able to: 1. explain the meaning of prayers. 2. study the different types of prayer.	1. The meaning of prayer. 2. Different types of prayer. 3. The lord's prayer 4. The Apostles creed	1. Guides the students to pray individually 2. Guides the students rhythm the prayers	Discuss and recite of the prayers	1. Wall charts 2. Bible	Students to: 1. explain the meaning of prayer. 2. recite the prayer.
8	Relationship with God II	Students should be able to: 1. relate with God through reading the bible 2. practice the way to worship, adoration, reverence and devotion 3. role play to praise God e.g. singing hymn, songs of praise, psalm of praise.	1. Relating with God; 2. Reading the Bible 3. Worshipping God Adoration Devotion 4. Praising God Praising worship in the church Hymn of praise Song of praise Psalm of praise (Psalm 150).	Search for information about difference between worshipping and praise.	1. Role Play 2. Participate 3. Sing song	1. Bible 2. Picture 3. Hymn books	Students to: read bible sing song answer question
9	Relationship with God III	Students should be able to: 1. inspire ways God talks to us	Ways God talks to us through: - Our parents - the Bible Joshua 1:8	Imitates and lead class discussion on Explains the ways God talks to us through: - our parent - the Bible	1. Answer teacher's questions 2. Participate in class discussion dramatize the parents and children	Dramatize with the parent and children. Drams, charts Pictures Film strip Video cassettes	Students to: list two ways God talks to us

CHRISTIAN RELIGIOUS STUDIES
JS I
THIRD TERM

SUB THEME: RELATIONSHIP IN SCHOOL

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Relationship with God IV	Students should be able to: state ways we maintain good relationship with God.	Ways of maintaining Good relationship with God. - loving one another - daily prayer - living a holy life - worship and doing good Matthew 6:14-15.	1. Guides students to identify ways of maintain good relationship with God 2. Asks students to find out more ways of maintain good relationship with God.	Participate in class discussion leading to identifying ways of maintaining good relationship with God.	1. Textbooks 2. Charts 3. Video clips 4. Stickers	Students to: identify common ways of maintaining good relationship.
11	REVISION						
12	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
JS I
FIRST TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The religion of Islam.	Students should be able to: (1) define Islam. (2) say the purpose of Islam. (3) define who a Muslim is. (4) say how to become a Muslim. (5) say the text of kalimatush shahadah. (6) say its meaning. (7) say the importance of kalimatush shahadah.	(1) Definitions of Islam. (2) Purpose of in relation to Allah and other bangs or 72V 221. (3) Define a Muslim text of kalimatush shahadah its meaning and importance. (4) How to become a Muslim: -by birth or reversion.	(1) Define Islam guide the students to recognize the need for good. relationship with Allah and other beings. (2) He defines a Muslim, guides students to say the text of kalimatush shahadah. (3) He explains the meaning and its importance in a Muslim life.	(1) Students listen to the teacher's definitions and explanation on the concept.	Textbooks.	Students to: (a) define Islam. (b) state the purpose of Islam. (c) say who is a Muslim is. (d) say the kalimatush shahadah and its meaning. (e) explain the two ways to become a Muslim.

ISLAMIC RELIGIOUS STUDIES
JS I
FIRST TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING ANND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	The pillars of Islam	The students should be able to: (1) mention the five pillars of Islam (2) state the significance of these five pillars of Islam. (3) say the Hadith on pillars of Islam.	(1) List the 5 pillars of Islam. (2) Significance of each of the pillars. (3) Hadith 3 of An nawawi collection.	(1) List out the pillars. (2) Explain the pillars. (3) Lead students to appreciate the pillars of Islam.	(1) Listen to teacher's explanation. (2) The student appreciate the need to identify the position of each pillar in Islam.	(1) Text Books A chart of five pillars of Islam.	Students to: (1) mention the five pillars of Islam. (2) state the significance of five pillars. (3) say the Hadith on the 5 pillars of Islam.
3	Articles of Faith	Students should be able to: (1) list the six articles of faith in Islam. (2) say the importance of the articles in the life of a Muslim.	The six articles of faith (beliefs) in Islam.	(1) List six articles of faith one after the other. (2) Guides students to appreciate the essence of the articles in the life of a Muslim.	(1) Pupils listen to the teacher's explanation. (2) Students appreciates the essence of the article in the life of a Muslim.		Students to: (1) list the articles of faith in Islam. (2) say its importance in a Muslim life.

ISLAMIC RELIGIOUS STUDIES
JS I
FIRST TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING ANND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Attributes of Allah.	Students should be able to: (1) say the articles of Allah. (2) differentiate between articles of Allah and names of Allah. (3) say the importance of the attributes of Allah.	The attributes of Allah.	(1) The teacher explain the attributes of Allah (2) Guides students to appreciate the difference between attributes of Allah and names of Allah. (3) Guides students to appreciate the attributes of Allah.	(1) Students listen to the teacher's explanation. (2) Ask questions to appreciate the importance of the attributes of Allah.	Text Books	Students to: (1) list the attributes of Allah. (2) explain the attributes of Allah.
5	Names of Allah.	Students should be able to: (1) say the articles of Allah. (2) Differentiate between articles of Allah and names of Allah. (3) say the importance of the attributes of Allah.	Name of Allah 1-20	(1) The teacher explain the attributes of Allah (2) Guides students to appreciate the difference between attributes of Allah and names of Allah. (3) Guides students to appreciate the attributes of Allah.	(1) Students listen to the teacher's explanation. (2) Ask questions to appreciate the importance of the attributes of Allah.	Text Books	Students to: (1) list the attributes of Allah. (2) explain the attributes of Allah.

ISLAMIC RELIGIOUS STUDIES
JS I
FIRST TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6 & 7	Suratun nabai	Students should be able to: (1) recite the surah in Arabic text correctly with Tajwid.	Text of suratun Arabai	(1) Write the Arabic text on the board (2) Lead to students hearing (3) Lead the surah (4) Guide them to recite on after on the other.	(1) Listen to the teacher's explanation. (2) Read after the teacher with correct pronunciations (3) Read one after the other.	A copy A copy the Holy	Students to: read the Arabic text of suratun nabai
8	Hadith	Students should be able to: (1) define Hadith and sunnah (2) explain the meaning of Hadith and sunnah. (3) distinguish between Hadith and Quran (4) recall how Hadith was compiled.	(1) Definition of Hadith and sunnah (2) Difference between Hadith and Quran (3) Preservation and collection of Hadith (4) Names of the sunnah collectors of the health.	(1) Define the hadith and sunnah. (2) Explain the differences between Hadith and Quran. (3) Explain how Hadith was preserved and collected.	(1) Listen attentively to the teacher's explanation. (2) Recall the names of the six collectors. (3) Ask questions.	Text Books	Students to: (1) define is Hadith (2) define is Sunnah (3) state the differences between Hadith and Quran.

ISLAMIC RELIGIOUS STUDIES
JS I
FIRST TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Collections of Hadiths	Students should be able to: identify the names of six sunnah collectors of Hadith.	The six sunnah collections of Hadith.	(1) List the 6 sunnah collections. (2) Give a brief history of each of them.	(1) Listen attentively to the teacher's explanation. (2) Recall the names of the six collectors. (3) Ask questions.	Text Books	Students to: List the six sunnah collectors and collections.
10	Arabia before Islam.	Students should be able to: (1) describe how the Arabs lived before the mission of prophet Muhamed (2).state that the period is known as waqtul-Jahiliyyah the period of ignorance	(1) The Arabian peninsular (2) The Arab way of life (war, wine and women).	(1) Illustrates with map, the location of the Arabian peninsular. (2) Explains Arabs way of life. (3) Guide them to realize that the period is called the period of ignorance.	Listen attentively to the teacher and ask question on the lesson.	Text Books	Students to: (1) identify the location of Arabian peninsular in the world map. (2) mention the ways of life in the Arabs before Islam. (3) state the reason the period is called Jahiliyyah.
11	REVISION						
12	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
JS I
SECOND TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Memorization of Suratun nabai 1-15	Students should be able to: memorise the Arabic text of suratun nabia correctly with Tajwid.	Suratun - nabai verses 1-15	(1) Writes the text on the board. (2) Plays the recorded text. (3) Guides the students to listen to the recitation. (4) Guides them to recite one after the other.	(1) Listen to the recitation. (2) Say the text after the teacher. (3) Say the text one after the other.	(1) Copy of Quran. (2) Information technology device.	Students to: (1) read the surah in Arabic text. (2) recite the surah and memorised.
2	Suratun nabai 16-30	Students should be able to: memorise the Arabic text of suratun nabia correctly with Tajwid.	Suratun-nabai verses 16-30	(1) Writes the text on the board. (2) Plays the recorded text. (3) Guides the students to listen to the recitation. (4) Guides them to recite one after the other.	(1) Listen to the recitation. (2) Say the text after the teacher. (3) Say the text one after the other.	(1) Copy of Quran. (2) Information technology device.	Students to: (1) read the surah in Arabic text. (2) recite the surah and memorised.

ISLAMIC RELIGIOUS STUDIES
JS I
SECOND TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Suratun nabai 21-40	Students should be able to: memorise the Arabic text of suratun nabia correctly with Tajwid	Suratun-nabai 16-30	(1) Writes the text on the board. (2) Plays the recorded text. (3) Guides the students to listen to the recitation. (4) Guides them to recite one after the other.	(1) Listen to the recitation. (2) Say the text after the teacher. (3) Say the text one after the other.	(1) Copy of Quran. (2) Information technology device.	(1) Read the suah in Arabic text. (2) Recite the surah and memorised.
4	Names of Allah 21-40	Students should be able to: (1) recall the names of Allah. (2) explain their meanings.	Names of Allah 21-40	(1) Write the names of Allah 21-40 on the chalk board. (2) Drill the students to pronounce the names correctly. (3) Guide them to say the names one after the other. (4) Explain the meaning of the names.	(1) Listen to the teacher's pronunciation. (2) Say the names correctly. (3) Listen to the teacher's explanation of the names. (4) Commit them to memory Ask questions.	(1) Copy of Quran. (2) Information technology device.	Students to: (1) Say the names of Allah. (2) Explain the meaning of the names of Allah 21-40.

ISLAMIC RELIGIOUS STUDIES
JS I
SECOND TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	At-taharah (purification)	Students should be able to: (1) define -taharah (2) mention the kinds of taharah (3) mention the importance of toharah.	(1) Definition of taharah. (2) Kinds of taharah (3) Importance of taharah.	(1) Defines taharah. (2) Mention the kinds of taharah. (3) State the importance of taharah.	Listen to the teacher's definition recall the kinds of taharah.	(1) A chart with definition and kinds of ablution. (2) Information technology device.	Students to: (1) define purification. (2) mention the kinks of purification. (3) importance of purification.
6	Al Wudu (Water ablution)	Students should be able to: (1) state when ablution is required. (2) demonstrate how to perform ablution. (3) list things that vitiate ablution.	(1) Definition of ablution. (2) What necessitate performance of ablution? (3) Things that vitiate ablution.	(1) Define ablution. (2) Explains what necessitate ablution. (3) Define how to perform ablution. (4) State what vitiates ablution.	(1) Listen attentively to teacher's explanation. (2) Observe the teacher performing ablution. (3) Demonstrate the performance of ablution.	(1) A chart with definition and kinds of ablution. (2) Information technology device.	Students to: (1) give reasons for performance of ablution. (2) describe how it is performed. (3) mention things that vitiate ablution. (4) demonstrate how to perform ablution.

ISLAMIC RELIGIOUS STUDIES
JS I
SECOND TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	At-taya mmum. (Dry ablution)	Students should be able to: (1) state when ablution is required. (2) demonstrate how to perform ablution. (3) list things that vitiate ablution.	(1) Definition of ablution. (2) What necessitate performance of ablution? (3) Things that vitiate ablution.	(1) Define ablution. (2) Explains what necessitate ablution. (3) Define how to perform ablution. (4) State what vitiates ablution	(1) Listen attentively to teacher's explanation. (2) Observe the teacher performing ablution. (3) Demonstrate the performance of ablution.	(1) A chart with definition and kinds of ablution. (2) Information technology device.	Students to: (1) give reasons for performance of ablution. (2) describe how it is performed. (3) mention things that vitiate ablution. (4) demonstrate how to perform ablution.
8	Al Ghusl (Major purification)	Students should be able to: (1) Define Al ghusl. (2) State condition under which al ghusl is required. (3) Perform al ghusl. (4) State the moral value of al ghusl.	(1) Definition. (2) Conditions which necessitate performance of Al ghusl. (3) Significance of Al ghusl.	(1) Defines (2) Guide students to find out condition which Al ghusl becomes obligatory. (3) Demonstrate how to perform Al ghusl (4) Mention the significance of Al ghusl.	(1) Listen to the teacher's explanations. (2) List conditions under which Al ghusl is required. (3) Demonstrate the performance of Al ghusl.	(1) A chart with definition and kinds of ablution. (2) Information technology device.	Students to: (1) give reasons for performance of ablution. (2) describe how it is performed. (3) mention things that vitiate ablution. (4) demonstrate how to perform ablution.

ISLAMIC RELIGIOUS STUDIES
JS I
SECOND TERM

SUB-THEME: FIQH/ TAWHID/ HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Human relation (forgiveness)	Students should be able to: (1) state the need for forgiveness. (2) the need to forgive one another. (3) explain the Quranic injunction on forgiveness.	(1) Definition of forgiveness. (2) Need for forgiveness. (3) Qr 24 v 22.	(1) Guides students to explain the need and means to maintain cordial relation. (2) Forgiveness as one of the means. (3) Quranic injunction on forgiveness. Virtues of forgiveness.	(1) The students listen to your teacher. (2) List the significance of forgiveness. (3) Learn the Quranic injunction on forgiveness (4) Ask questions.	(1) Text Books (2) Text of Quranic injunction of forgiveness.	Students to: (1) state the need for forgiveness. (2) why do we imbibe the virtue of forgiveness. (3) explain the meaning of virtue of forgiveness.
10	Human relation (tolerance)	Students should be able to: (1) state the need for forgiveness. (2) the need to forgive one another. (3) explain the Quranic injunction on forgiveness.	(1) Definition of forgiveness. (2) Need for forgiveness. (3) Qr 24 v 22.	(1) Guides students to explain the need and means to maintain cordial relation. (2) Forgiveness as one of the means. (3) Quranic injunction on forgiveness. Virtues of forgiveness.	(1) The students listen to your teacher. (2) List the significance of forgiveness. (3) Learn the Quranic injunction on forgiveness (4) Ask questions.	(1) Text Books (2) Text of Quranic injunction of forgiveness.	Students to: (1) state the need for forgiveness. (2) why do we imbibe the virtue of forgiveness. (3) explain the meaning of virtue of forgiveness.
11	REVISION						
12	EXAMINATION						

ISLAMIC REIGIOUS STUDIES
JS I
THIRD TERM

SUB-THEME: QURANN/TAWHID

WEEK	TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Suratun nabai (Translation)	Students should be able to: say the meaning of each verse of the Surah.	Translation of Suran nabai 1-30.	(1) Write the translation on the chalk board. (2) Teacher leads students to read one after the other.	(Listen and follow the teacher's pronunciation of the words.	(1) A chart of the translation. (2) Information technology device.	Students to: give the translation of each verse of the Surah.
2	Suratan nabai (Moral lessons)	Students should be able to: say the moral lessons from the Surah.	Summary of the lessons in the Surah.	(1) Leads the students through discussion to appreciate the significance of the Surah in salaah and supplication.	(1) Listen to the teacher's explanation. (2) Mention moral lesson from the Surah	(1) A chart of the translation. (2) Information technology device.	Students to: state the moral lesson in the Surah State how it can be applied in life.

ISLAMIC REIGIOUS STUDIES
JS I
THIRD TERM

SUB-THEME: QURANN/TAWHID

WEEK	TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Names of Allah 41-60	Students should be able to: (1) recall names of Allah. (2) explain their meanings.	Names of Allah 41-60	(1) Teacher write the names of Allah on the chalk board. (2) Teacher write drill the students to pronounce the names of correctly. (3) Teacher guides them to say the names one after the other. (4) Teacher explains the meaning of the names.	(1) Listen to the teacher's pronunciation. (2) Say the names severally. (3) Listen to the teacher's explanation. (4) Commit the names into memory. (5) Ask questions.	(1) A chart of the translation. (2) Information technology device.	Students to: (1) say the names of Allah. (2) explain the meaning of the names of Allah 41-60.

ISLAMIC REIGIOUS STUDIES
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THIRD TERM

SUB-THEME: QURANN/TAWHID

WEEK	TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Al Adhan (Call for prayer)	Students should be able to: (1) say when al Adhan is called. (2) the text of al; Adhan/meaning. (3) the significance of al Adhan.	(1) Meaning of al Adhan Arabia text of Adhan. (2) English meaning of al Adhan. (3) Significance of al Adhan.	(1) Guides the students to understand what Adhan is. (2) Says the text of Adhan. (3) Say the meaning of text of Adhan. (4) Calls students attention to subhi (fayr) Adhan.	(1) Listen attentively to the teacher's explanation. (2) Say the text of Adhan. (3) Say the meaning of the text of Adhan.	(1) A chart containing the text and translation of Adhan. (2) Information technology Device.	Students to: (1) mention what Adhan is. (2) say the translation of the text.
5	Al Iqamah (Call to start prayer)	Students should be able to: (1) say the text of Iqamah. (2) say translation of Iqamah. (3) say the difference between Adhan and Iqamah.	(1) Meaning of Iqamah Arabic text of Iqamah. (2) Translation of the text (3) Differences between Adhan and Iqamah	(1) Guides the students to understand what Adhan is. (2) Says the text of Adhan. (3) Say the meaning of text of Adhan. (4) Calls students attention to subhi (fayr) Adhan.	(1) The students listen attentively to the teacher's explanation. (2) Say the text of Adhan. (3) Say the meaning of the text of Adhan.	(1) A chart containing the text and translation of Adhan. (2) Information technology Device.	Students to: (1) mention what Adhan is. (2) say the translation of the text.

ISLAMIC RELIGIOUS STUDIES

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THIRD TERM

SUB-THEME: QURANN/TAWHID

WEEK	TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	As Sallat (Prayers)	Students should be able to: (1) say what sallat is. (2) describe how a complete rakach is performed. (3) state the names of the 5 daily prayers and their respective rakach.	(1) Salaat has one of the five pillars of Islam. (2) A complete rakach. (3) Names of the five obligatory prayers (4) No of rakach. (5) Time of sallaat.	(1) Guide students to understand salaat is a pillar of Islam. (2) Guide students to know no of rakach of each of the 5 daily prayers. (3) Leads them to perform a complete rakach.	(1) Students listen attentively to the teacher's explanation. (2) List the five daily prayers with their respective rakach and time. (3) Perform a complete rakach.	(1) A chart shows 5 daily prayers. (2) A chart of the stages of complete rakach.	Students to: (1) say what in salaat the 5 daily prayers. (2) a complete rakach.
7	Prophet Muhammed Birth to marriage.	Students should be able to: (1) narrate the story of birth of prophet Muhammed. (2) account for his childhood. (3) account for marriage with khadijah.	(1) His parentage. (2) His childhood. (3) Marriage with khadijah. (4) Moral lesson from his history.	(1) Guides to know that prophet muhammed was burn like any other person. (2) Narrates his childhood experience. (3) Narrates youth and marriage with khadijah.	(1) Listen to the story. (2) Mention some of the qualities of prophet muhammed. (3) Ask questions.	Text Book	Students to: (1) who are prophet muhammed parents. (2) what were his experiences as a child and adult. (3) how did he marry khadijah.

ISLAMIC RELIGIOUS STUDIES

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THIRD TERM

SUB-THEME: QURANN/TAWHID

WEEK	TOPICS	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Child right and responsibilities.	Students should be able to: (1) Recognise child is basic survival right. (2) Child responsibilities to Allah.	(1) Survival right Qr 17 v 31 (2) Words of Allah (3) Obedience to Allah's laws and commandments.	(1) Guides students to know about their right and to Allah. (2) Explain how these right and responsibilities are implemented in the society.	(1) Listen to teacher's attentively. (2) Discuss the Quranic verses with the teacher. (3) Ask questions.	(1) A copy of the UNO conversion. (2) A chart of the Quranic text on child is right and responsibilities.	Students to: list child rights and responsibilities in exam.
9	Hadith 1 of Annawa in correction.	Students should be able to: (1) say the Arabic of Hadith 1 (2) say the translation. (3) say the moral lesson from it.	(1) Arabic text of Hadith 1 (2) Lesson from the Hadith.	(1) Write the Hadith on the chalk board. (2) Guide them to say the text and translation. (3) Explain the lesson from it.	(1) Listen attentively to the teacher. (2) Read the text and translation of the text. (3) Discuss the lesson from the Hadith.	A text of Annawaw collections.	Students to: (1) say the Arabic text. (2) say the meaning. (3) say the moral lessons.
10	Hadith 2 of Anawaw.	Students should be able to: (1) say the Arabic of Hadith 1 (2) say the translation. (3) say the moral lesson from it.	(1) Arabic text of Hadith 1 (2) Lesson from the Hadith.	(1) Write the Hadith on the chalk board. (2) Guide them to say the text and translation. (3) Explain the lesson from it.	(1) Listen attentively to the teacher. (2) Read the text and translation of the text. (3) Discuss the lesson from the Hadith.	A text of Annawaw collections.	Students to: (1) say the Arabic text. (2) say the meaning. (3) say the moral lessons.
11	REVISION						
12	EXAMINATION						

SECURITY EDUCATION
JS I
FIRST TERM

SUB-THEME: COMMON GRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Security and Education [meaning]	Students should be able to: define security and education.	Meaning of security and education.	Guides the students on stating the meaning of security and education.	Participate in the class discussion on the meaning of security and education.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: define security and education.
2	Importance of Security Education	The Students should be able to: state the importance of security education.	Importance of security education. -To enlighten the students. - To create security awareness in their hearts.	Guides the students on stating the importance of security education.	Respond appropriately to the importance of security education.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the importance of security education.
3	Scope of Security Education	The Students should be able to: identify the scope of security education.	Scope of security education .e.g. -Economics - Political community - Group, Individual, Life and properties etc.	Ask the students to mention the scope of security education.	Take part in class discussion on the scope of security education.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: mention the scope of security education.
4	Crimes	The Students should be able to: define crime.	Meaning of crime	Guides the students on the meaning of crime.	Participate in class discussion on the meaning of crimes.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: define crime.

SECURITY EDUCATION
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SUB-THEME: COMMON GRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Types of Crimes in our school environment.	The Students should be able to: state the types of crime in our school environment.	Types of crimes in our school environment. - Fighting - Cultism - Examination malpractice - Stealing etc.	Leads the students to state crimes in their school environment.	States the types of crimes in their school environment.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the types of crimes in their school environment.
6	Types of Crimes in our society.	The Students should be able to: identify the crimes in our society.	Types of crimes in our society: -murder -kidnapping -man slaughter etc.	Ask the students to mention the types of crimes in their society.	Mention the types of crimes in their society.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the types of crimes in their society.
7	Causes of Crimes in the school environment.	The Students should be able to: list the causes of crime in the school environment.	Causes of crimes in the school environment. -Pre-natal drug abuse - School bullying -Lack of moral upbringing etc.	Leads the students to mention the causes of crimes in the school environment.	State the causes of crimes in the school environment.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: mention the causes of crime in the school environment.
8	Effects of Crimes at school.	The Students should be able to: mention the effects of crimes at school	Effects of crimes at school. -Rustication -Anti- social individual(drug addict liability) expulsion etc.	Leads the students on the effects of crimes at school	List the effects of crimes at school.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state the effects crime at school.

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SUB-THEME: COMMON GRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Consequences of Crimes at school.	The Students should be able to: mentions the consequences of crime.	Consequences of crimes at school: -community service. -imprisonment. -corporal punishment. -death penalty. etc	Leads the students to explain the consequences of crimes at school.	Respond appropriately on the consequences of crimes at school.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: mention the consequences of crime at school.
10	Crimes and prevention	The Students should be able to: state ways of preventing crimes.	Crimes and prevention through the security agencies, school authority and neighborhood vigilantes. etc	Guides the students on the crimes and prevention.	Participate in the class discussion on crimes and prevention.	1.Textbooks 2. Video clips 3. Posters 4. Wall papers 5. Stickers etc.	Student to: state and explain crime and prevention.
11	REVISION						
12	EXAMINATION						

SECURITY EDUCATION
JS I
SECOND TERM

SUB-THEME COMMON CRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Security agents.	The Students should be able to: explain security agents.	Security agents: -NAFDAC -Police -Army -Navy etc.	Ask the students to mention security agents.	Respond appropriately to security agents.	1. Textbooks 2. Charts 3. Wall paper 4. Environment etc.	Students to: mention security agents.
2	Duties of Security agents.	The Students should be able to: state the duties of security agents.	Duties of security agents: -Serve the public. -Protect lives and properties. -Settlement of disputes.etc.	Helps the students to state appropriately the duties of security agents.	Respond appropriately to the duties of security agents.	1. Textbooks 2. Charts 3. Wall paper 4. Posters 5. Video clips etc.	Students to: state the duties of security agents.
3	Common crimes	The students should be able to: identify common crimes	Common crimes: -Battering -Bribery -Burglary etc.	Guides students to state common crimes.	Respond appropriately to common crimes.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips etc.	Students to: mention common crimes.
4	Types of Common crimes	The students should be able to: identify common crimes	Type of Common crimes. - Violent crime - Property crime - Public order crime - White collar crime - Public enterprise crime etc.	Ask the students to mention common crimes.	Participate in the class discussion on common crimes.	1. Textbooks 2. Charts 3. Posters 4. Stickers. 5. Video clips etc	Students to: identify common crimes.

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SUB-THEME COMMON CRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Characteristics of criminal	The students should be able to: mention the characteristics of criminal behaviour		Leads students to state the characteristics of criminal behaviour.	List the characteristics of criminal behaviour.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips sticker etc.	Students to: outline the characteristics of criminal behavior.
6	Causes of crimes	The students should be able to: explain the causes of crime.	Causes of crimes: -lack of parental supervision -lack of proper educational background -influence of mass media and environment etc.	Guides students to find out more causes of crimes.	Explain the causes of crimes.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips stickers etc.	Students to: mentions the causes of crimes.
7	Effect of crimes	The students should be able to: list the effects of crime.	Effects of crimes: -slows growth -slows development -slows establishment -creates fear.	Ask the students to identify the effects of crimes	State effects of crimes.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips stickers etc.	Students to: states the effects of crimes.
8	Public order crimes	The students should be able to: explain the public order crime.	Meaning of public order crime	Leads the students in explaining public order crimes.	Respond appropriately.	1. Textbooks 2. Charts 3. Wall paper 4. Posters. 5. Video clips stickers etc.	Students to: define public order crimes.

**SECURITY EDUCATION
JS I
SECOND TERM**

SUB-THEME COMMON CRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Crimes and punishment	The students should be able to: explain crime and punishment.	Relationship between crime and punishment.	Guides students in the relationship between crime and punishment.	Participate in the class discussion on crime and punishment.	1. Textbooks 2. Charts 3. Wall paper 3. Posters. 4. Video clips 5. Stickers etc.	Students to: state the relationship between crime and punishment
10	Characteristics of criminal behaviour	The Students should be able to: state the characteristics of criminal behaviours	Characteristics of criminal behavior. Bad companies Dressing [sagging] Moving at nights Language [iv] Family background	Leads students to respond appropriately to the characteristics of criminal behaviour.	Respond appropriately to the characteristics of criminal behaviour.	1. Textbooks 2. Charts 3. Wall paper 3. Posters. 4. Video clips 5. Stickers etc.	Students to: mention the characteristics of criminal behavior.
11	REVISION						
12	EXAMINATION						

SECURITY EDUCATION
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THIRD TERM

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Relating with security agents in preventing crimes in the society	Students should be able to: explain how to relate with security agents in preventing crime.	1. Relating with security agents -humility -polite -bold -self confidence etc.	Leads the students on explaining how to relate with security agents in crime prevention.	Participate in group discussion how to relate with security agents in preventing crimes.	1. Textbooks 2. Video clips 3. Wall paper 4. Sticker 5. Posters etc.	Students to: identify ways of relating with security agents in preventing crimes in our society.
2	Relating with security agents in school in preventing crimes	Students should be able to: relate with security agents in school in preventing crime.	1. Relating with security agents in school in crime prevention by being: -polite -report Suspicious movement etc.	Guides students on how to relate with security agents in the school.	Respond appropriately on how to relate with security agents in school in preventing crimes.	1. Textbooks 2. Wall paper 3. Sticker 4. charts etc.	Students to: explain how they relate effectively with security agents in the school.
3	Relating with neighbourhood authority in crime prevention	Students should be able to: explain ways of relating with neighbourhood authority in crime prevention.	1. Relating with neighbourhood authority on crime prevention. 2. Give correct information. 3. Report suspicious movement of people around your neighbourhood.	Leads students in how to relate with the neighbourhood authority in crime prevention.	Give practical demonstrations on how to prevent crime.	1. Textbooks 2. Wall paper 3. Sticker 4. Charts etc.	Students to: mention ways of relating their neighbourhood authority in crime prevention.

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THIRD TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	How to avoid criminal behaviour	The Students should be able to: state ways of avoiding criminal behaviour.	1. How to avoid criminal behavior e.g. -Go to church. -Stay away from crime. -Think before acting. -Don't do stuff that will get you into trouble.	Helps the students in identifying ways on how to avoid criminal behavior.	Respond appropriately how to avoid criminal behavior.	1. textbooks 2. Wall paper 3. Charts 4. Sticker etc.	Students to: state how to avoid criminal behaviour.
5	How to avoid becoming a criminal	The Students should be able to: explain how to avoid becoming a criminal.	1. How to avoid becoming a criminal e.g. -Learn to manage your emotions. -Earn an honest living. -Always consider the consequences. -Never take justice into your hand. -For every action there is a reaction etc.	Guides the students in stating how to avoid becoming a criminal.	Respond appropriately to how to avoid becoming a criminal.	1. Textbooks 2. Wall paper 3. Charts 4. Sticker 5. Posters etc.	Students to: state how to avoid becoming criminals.

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THIRD TERM**

SUB-THEME: COMMON CRIMES AND SECURITY MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	What you can do to avoid crime	The Students should be able to: state what you can do to avoid crime.	1. What you can do to avoid crime: -be aware of your personal space. - always be on alert -show confidence. -don't wait to be grabbed. -be cautious of pedestrians. -avoid being maneuvered by strangers.	Leads students on what they can do to avoid crime.	1. state what they can do to avoid crime.	Textbooks Wall paper charts Sticker posters etc.	Students to: state what they can do to avoid crime.
7	REVISION						
8	EXAMINATION						

CULTURAL AND CREATIVE ARTS
JS I
FIRST TERM

SUB-THEME: MUSIC

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Theory of music	Students should be able to: (1) define music state the qualities of sound (2) classify music (3) state and explain the different types of music	(1) Meaning of music, some qualities of music (2) vocal music Dance music Instrumental music	(1) Guide student to define music (2) State the qualities of music (3) Guide student to list the different types of music	(1) Participate in class (2) Listens to teacher explanation (3) list some of the music well known to them	(1) Radio, (2) Recorder (3) magic board (4) text book (5) note book	Student to: (1) define music (2) classify music (3) state and explain the different types of music
2	Fundamentals of music	Student should be able to: (1) list the fundamentals of music. (2) explain each of the fundamentals of music.	Fundamentals of music - pitch - melody - harmony - rhythm - texture - timbre - quality - form or structure	(1) Leads class on discussion on fundamentals of music (2) Explain each of the fundamentals of music	(1) Student listens (2) participate in class activity and (3) copy note	(1) Provide some instruments for music (2) Magic board/white board (3) text books (4) note books	Students to: (1) list the fundamentals of music (2) explain with examples each of the fundamentals of music
3	Ear training and harmony	Students should be able to: (1) explain ear training (2) explain four part harmony (3) explain two part harmony.	(1) Ear training which is aural skills or the ability to recognize music other than notation (2) Four part harmony Soprano, alto, tenor, and bass (3) two part harmony Soprano and bass	(1) Explains the components of ear training (2) Guides student to sing to identify their voice parts	(1) Listens and note teacher explanation (2) Participate in four part singing (3) participate in two part singing	(1) Music singing in parts (2) magic board (3) white board, (4) text books (5) note books	Students to: (1) state the difference voice part (2) sing a song in four part harmony.

CULTURAL AND CREATIVE ARTS
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FIRST TERM

SUB-THEME: MUSIC

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Rudiment of music I	Student should be able to: (1) identify the musical alphabets. (2) draw and name staves lines and spaces.	(1) Musical Alphabets. (2) Staves-meaning (3) Types of staff (4) Names of the lines and spaces of the staff.	(1) guides students to recognize the musical alphabets. (2) defines staff. (3) state the types of stave-simple and great staff. (4) Names of the lines and spaces.	(1) Name the musical alphabets. (2) Defines the staff. (3) Draws the staff.	(1) Music Name. (2) Scripts, flash card. (3) Notebooks and textbooks.	Students to: (1) name the staves musical alphabet (2) define staff (3) state the two type of staff.
5	Rudiment of music II	Students should be able to: (1) define clef. (2) list types of clef. (3) identify different types of staff using clef signs.	(1) Types of staff - Treble - Bass - Great staff (2) Draw the great staff.	Guides students to; (1) Draw the treble staff. (2) draw the bass staff. (3) draw the great staff.	listen and participate in class work.	(1) Music names (2) scripts, flash cards (3) note books and white board	Students to: (1) define a clef (2) draw a clef (3) draw the great staff.
6	Rudiment of music III	Student should be able to: (1) define musical notes (2) state the six musical notes. (3) identify the notes by their shapes. (4) say the value of notes in beats.	(1) Musical sounds represented by notes. (2) six musical notes. (3) shapes of the musical notes (4) the value of the musical notes in beats.	(1) Guide students to define musical notes. (2) Guides the students to draw the musical notes.	(1) Student listens to teacher's explanation and takes notes. (2) participate in the drawing of musical notes.	(1) Cards, diagrams, notes and white board.	Students to: (1) list the six musical notes. (2) draw the musical notes. (3) write a table of musical notes with names, shapes and values.

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SUB-THEME: MUSIC

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Relative value of musical note	Student should be able to: write the relative value of - semibrave - minim - cutchet - quaver - semiquaver - demi-semiquaver	(1) Musical notes, their relative value (2) A table of music notes and relative values.	Explains to students how to recognized the relative values of musical notes.	listen and participate in class work.	(1) Flashcard, (2) Note books (3) Magic board/white board.	Students to: (1) state musical note values. (2) draw a table of musical notes and relative values.
8	Rudiment of music (scale)	Students should be able to: (1) define a scale. (2) state kinds of scale. (3) describe diatonic and chromatic scale. (4) write the technical names of the degrees of the scale.	(1) Meaning of scale. (2) Kinds of scale (3) Explanation of diatonic and chromatic scale. (4) Technical names of the degrees of the scale.	(1) Guides students to define scale. (2) Gives examples of scales. (3) Draw a table of the technical names of the degrees of a scale.	(1) Listen to teacher's explanation and take notes (2) Sing the scale of major ascending and descending. (3) Listen to teacher's explanation on degrees of the scale.	(1) Diagrams (2) Note books (3) Magic board / white board.	Students to: (1) define a musical scale. (2) state the types of scale. (3) list the degree names of the scale. (4) draw a table of technical name of the scale.

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SUB-THEME: MUSIC

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Instrument recorder	Students should be able to: (1) explain what a recorder is (2) state the uses of recorder. (3) name the keys of the recorder. (4) explain how to play the recorder.	(1) The recorder: -this is an instrument in the woodwind family that come in soprano, auto and tenor versions (2) Uses of a recorder. (3) Keys of the recorder.	(1) Explains the nature of a recorder. (2) State the uses of recorder. (3) Write the keys of the recorder. (4) List the steps of play recorder.	(1) Listen to the teacher's explanation. (2) Play a tune with the recorder.	(1) Recorders (2) Magic boards / whiteboard (3) text books (4) Note books	Students to: (1) identify a recorder. (2) explain what a recorder is. (3) state the uses of recorder. (4) individualize performance of the recorder.
10	Classification of local musical instrument	Students should be able to: (1) classify various instruments according to their group. (2) list some instruments in each group. (3) draw one instrument in idiophone family.	(1) Instruments examples: Flute, metal gong (agogo) shekere, wooden drum, kakaki, goje, hourglass, Ekwe.	(1) Explains the meaning of local musical instrument. (2) List some local musical instrument. (3) Classification of musical instrument.	(1) Listen and copy note. (2) Participate in class activity. (3) Suggest some of the name of local musical instrument.	(1) Magic board/white board. (2) textbooks (3) Note books (4) Pictures of instrument.	Student to: (1) list some local musical instruments. (2) draw one instrument in idiophone family (3) classify some of the musical instrument into various groups.
11	REVISION						
12	EXAMINATION						

CULTURAL AND CREATIVE ARTS
JS I
SECOND TERM

SUB-THEME: CRAFTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic concepts of crafts	Students should be able to: (1) state the meaning of craft. (2) list types of craft, materials, tools/equipment. (3) products and production of types of craft/craft centres. (4) state the uses of craft.	(1) Meaning of local crafts. (2) Types of craft (3) Materials, tool and equipment in making craft. (4) Methods of making craft and products. (5) Uses of craft.	(1) Explains the meaning of local craft. (2) Discuss and displays types of craft materials. (3) Demonstrate methods used in product and gives examples of products. (4) Explains the uses of craft products.	(1) Participate in discussing the meaning of local craft. (2) Listening to types of craft and materials as well as watching the demonstration of methods used in production and how they are used.	Paper, thread, clay, wood, wire, gum, scissors, ruler, palm, cane, dye or colour, beads, candle, calabash, fabric, tie and dye, batik, leather, basket, paper mache.	Student to: (1) students explain the meaning of local craft. (2) mention 2 types of local craft. (3) mention 4 types of materials (4) give four examples of craft product. (5) mention 2 uses of craftwork.
2	Paper craft using folding technique	Students should be able to (1) explain the meaning of paper craft. (2) identify the materials and tools for folding technique. (3) list the methods of folding used in paper craft. (4) produce a paper craft e.g. kite, greeting card, hand fan, ship, mobile etc.	(1) Meaning of paper craft. (2) materials/tools for making paper craft (3) Methods of folding in paper craft making: - square - triangular - rectangular - pleating (4) Production of paper craft e.g. kite, hand fan, greeting card etc.	(1) Explain the meaning of paper craft. (2) Displaying materials used in paper craft production. (3) Demonstrate the method used in producing paper craft like pleating, rectangular, triangular folds.	Listen and watch demonstrations of methods used in making paper craft.	Paper, thread, paper, markers, colours, gum, scissors, ruler.	Students to: (1) explain meaning of paper craft. (2) identify materials/tools for paper craft. (3) list method of folding in paper craft. (4) use any of the methods to produce a named paper craft.

CULTURAL AND CREATIVE ARTS
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SECOND TERM

SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	Origin of drama I	Students should be able to: state the origin of drama.	Origin of drama Drama is said to have originated from three sources: Mimesis, Ritual and Storytelling.	Lists and explains the origin of drama.	Listen and explains the origin of drama.	Chalkboard/magic board, textbook, note books, pictorials.	Students to: give three sources where drama originated from.
	Origin of drama II	identify the type of drama they have watched on stage or on video.	Dramatic elements of festivals, storytelling: Dialogue, action, audience, stage etc.	Encourages pupils to narrate some form of drama they have experienced in their immediate environment.	Narrate some dramatic experiences they have observed around them.	Chalkboard/magic board, textbook, note books, illustrations of ritual/festival, storyteller, ancient man hunting game.	(1) write an essay about a festival or story telling session they have watched on television, bringing out the dramatic elements.
	Playwriting I	Students should be able to: (1) state what playwriting is. (2) state who a playwright is. (3) mention the duties of a playwright.	(1) Playwriting (2) Categories of dramatists/playwrights - classical (universal) - modern - contemporary. (3) The duties of a playwright conceives the idea of the play develop the story through the plot.	(1) Explains what is playwriting. (2) Explain who is a dramatist, and playwright. (3) Lists the categories of playwrights on chalkboard.	(1) Listen to the explanation and take notes.	Chalkboard, flash cards, containing names and categories of playwrights.	Students to: (1) explain playwriting. (2) describe who a playwright is. (3) list three categories of playwrights

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SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	Playwriting	Students should be able to: (1) name some popular playwrights in Nigeria and outside Nigeria. (2) mention the categories of playwrights.	Playwriting: (1) Infuse in locale and situations that pays attention to the stage directions, transitions, high point etc.	(1) Explains the work of a playwright. (2) Explain three categories of dramatist/playwrights given examples.	(1) Listen to the explanation and ask questions and take down notes.	Chalkboard, flash cards, with names and categories of playwrights, textbook, note books, copies of plays.	Students to: (1) give names of two classical dramatists/playwright. (2) mention three names of modern playwrights. (3) give the names of three playwright in Nigeria.
	The director	Students should be able to: (1) describe who is a director. (2) mention the duties of a director. (3) state the functions of the director in the theatre.	(1) The play director: The duties. (i) He is the boss of the theatre. (ii) He coordinates all the other aspects of production. (iii) He casts and rehearses the actors by blocking and guiding their movements. (vi) He interprets the scripts and puts a live drama on stage etc.	(1) Explains who a director is and his/her duties. (2) Guides students with leadership abilities to try to direct a given play.	(1) Listen to teacher's explanation and copy down notes. (2) Participate in the tryouts guides by the teachers.	Chalkboard, flash cards, drama scripts, textbook, note books.	Students to: (1) state who a director is. (2) give three functions of the director. (3) list four duties of the director.

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SECOND TERM

SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	Costume and make-up in drama I	Students should be able to: (1) explain what is meant by costume. (2) explain make-up.	(1) Meaning of costume Clothing and accessories (caps, shoes, jewelries) worn by a performer on stage. (2) What is make-up? (3) Points to consider when choosing costume.	(1) Explains costume and writes the explanation on chalkboard. (2) Explains make-up and writes the explanation on chalkboard.	Listen and copy notes on teacher's explanation of costume and make-up.	Chalkboard/magic board, flash cards, textbooks, note books, make-up items e.g. eye pencils.	Students to: (1) state meaning of costume. (2) state the meaning of make-up. (3) state three points to consider when choosing costume.
	Costume and make-up in drama II	Students should be able to: state the two basic types of make-up.	(1) Types of make-up: straight make-up character make-up (2) Procedures for the application of make-up.	Explains and mention the two basic types of basic types of make-up.	Observe displayed costume and make-up.	Chalkboard/magic board, flash cards, textbooks, notes books, make-up items such as lipsticks, powder.	Students to: (1) mention two basic types of make-up. (2) list two procedures for the application of make-up.

CULTURAL AND CREATIVE ARTS
JS I
SECOND TERM

SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	Costume and make-up in drama 3	Students should be able to: (1) state the uses of make-up and costume in Drama. (2) mention some costume and make-up items.	(1) Uses of make-up (i) Alter appearance (ii) Enhance appearance (2) Make-up items (i) Powder (ii) Lipstick (iii) Wig (iv) Eye pencil (v) Native chalk (vi) cam wood etc.	(1) Mentions and explains the uses of costume and make-up. (2) Displays example of costumes and make-up items for students. (3) Lead students to work on costume and make-up for their play production.	Participate in creating a costume and make-up chart for the class play production.	Chalkboard/magic board, flash cards, textbooks, notebooks, make-up items e.g. eye pencils, pictorials of costume and make-up.	Students to: (1) mention two uses of costume and make-up (2) list five make-up items.
11	REVISION						
12	EXAMINATION						

CULTURAL AND CREATIVE ARTS

JS I

THIRD TERM

SUB-THEME: CRAFTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Collage production	Students should be able to: (1) explain the meaning of collage making. (2) identify materials for collage. (3) describe the production process of collage. (4) state the use of collage.	(1) Meaning of collage. (2) Materials for collage making like; soft materials, coloured papers, cloth, magazines, scissors, gum, pencil, cardboard, newspapers, board. (3) method of producing a collage (4) uses of collage.	(1) Explain the meaning of collage (2) mentions materials for collage. (3) Demonstrate the use of the materials to produce a collage. (4) explain uses.	(1) Listen to the explanation of collage. (2) Identify materials for collage making (3) produce collages.	Coloured soft materials, magazines, gum, cardboard or board, newspaper, pencil scissors, cloth.	Students to: (1) state the meaning of collage. (2) list materials for producing collage. (3) produce a collage. (4) name a use of collage.
2	Modelling with papier mache	Students should be able to: (1) explain the meaning of papier mache. (2) explain the methods of making paper mache. (3) list materials used in papier mache.	(1) Meaning of papier mache (2) Materials for making paper mache: - pieces of papers - water - starch - pestle and mortal - plastic bucket. (3) Process of making paper mache. (4) uses of paper mache.	(1) Explain the meaning of papier mache. (2) mention materials for papier mache. (3) explain the methods of producing a papier mache. (4) demonstrate how to prepare papier mache. (5) Ask students to produce one papier mache object.	(1) Listen and participate in discussions on modeling with papier mache. (2) Participate in modeling one papier mache object. (3) State the uses of papier mache: House hold utensils, decorations, mould animals etc.	Old newspapers, paper gum, wooden board, spatula, water, containers, mortal, pestle, starch, stove, pot, photographs, finished works or products as samples.	Students to: (1) state the meaning of papier mache (2) list some materials (3) describe production process (4) produce an object.

CULTURAL AND CREATIVE ARTS
JS I
THIRD TERM

SUB-THEME: CRAFTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Bead work	Student should be able to: (1) explain the meaning of bead. (2) name materials for producing beads. (3) produce beads (4) state the uses of beads.	(1) Define bead work (2) List materials for producing beads. (3) Production process of bead work. (4) Produce bead jewelries using - beads - rolled paper - seeds - straw - pieces of wood - bottle corks (5) uses of beaded jewelries.	(1) Explain the meaning of bead works. (2) Mention materials for bead works (3) Guide students in production process (4) prepare beads samples with paper, seeds, beads, straw (5) State uses of beads.	(1) Define bead works. (2) List materials used in production. (3) Participate in production of beadworks like necklace, bangles, ear rings etc. (4) Mention uses of beads.	Rolled papers, straw, bottle corks, elastic threads, needles, scissors, small pieces of wood, bead, finished samples, charts.	Students to: (1) define Bead works. (2) name materials for bead work. (3) make beaded jewelries. (4) mention 2 two uses of beads.
4	Mosaic	Students should be able to: (1) define mosaic. (2) list materials used in mosaic. (3) make a mosaic. (4) name the uses of mosaic design, e.g. wall hanging.	(1) Meaning of mosaics. (2) materials/tools for making mosaic. (3) Production process of mosaic. (4) Uses of mosaics e.g. wall hangings, greeting cards, flower vases etc. (5) Produce a mosaic.	(1) State the meaning of mosaic. (2) Display materials and tools for mosaic making. (3) Demonstrate how to make a mosaic project. (4) Mention the use of mosaic.	(1) Listen keenly and ask questions (2) Examine and list materials used in mosaic (3) Produce an object of mosaic. (4) Discuss the uses of mosaic	Broken bottle, bottle tops, beads, stones, pebbles, coral shells, paper, hard board, glue, brushes, pencil, pen, knives, bottoms, pins nails, match sticks etc.	Students to: (1) state the meaning of mosaics. (2) name materials used in mosaic production. (3) make a mosaic project. (4) state or mention 3 uses of mosaic.

CULTURAL AND CREATIVE ARTS

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THIRD TERM

SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Definition of dance I	Students should be able to: (1) define dance. (2) state the uses of dance.	(1) Meaning of dance: Movement of the body in space and time to express an idea or pass across a message (2) Uses of dance: To entertain Pass information etc.	(1) Defines dance (2) Explains the components of movement, space, time etc.. (3) Enumerates the uses of dance.	(1) Listen to teacher's explanation and take notes (2) Participate in the discussion on the uses.	Chalkboard, notebook, textbooks, CD or cassette player, drums etc.	Students to: (1) explain the meaning of dance. (2) describe four uses of dance and give one example each.
6	Definition of dance II	Students should be able to: carryout practical's to perform some dance movements.	(1) Practical's on dance: (i) how to dance. (ii) share the students into groups to organize dance.	(1) Lead the class in a discussion on the dance they have observed. (2) Leads the students in performing some dance movements.	(1) Listen to teacher's explanation. (2) Participate in the practical class dance.	Chalkboard/magic board, pictorials of various dance CD, drums, gong and rattle, proper clothing for dance (tights, t-shirt) etc.	Students to: (1) explain the meaning of choreography. (2) state three principles of choreography.
7	Introduction to choreography II	Students should be able to: (1) define a choreographer. (2) state the duties of a choreographer.	(1) Meaning of a choreographer (i) A theatre artist who help in teaching dancers on how to perform a dance. (2) Duties of choreographer: - to direct dancers - helping dancers to achieve success	(1) Explains the term choreographer (2) Leads discussion on the duties of a choreographer (3) Leads the class in performing a choreographed dance using music or any other tool	(1) Listen to the explanation. (2) participate in class dance and choreography session.	Textbook, notebooks, chalkboard, magic board, CD player, musical, instruments, dance outfits.	Students to: (1) state the meaning of a choreographer. (2) state two things a choreographer does that is different from a dancer.

CULTURAL AND CREATIVE ARTS
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THIRD TERM

SUB-THEME: DRAMA

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Contemporary dance 1	Students should be able to: (1) explain the meaning of contemporary dance. (2) discuss some features of contemporary dance.	(1) Meaning of contemporary dance: A form of dance that is a clear departure from traditional and ballet dance but draws inspiration from them. (2) Features of contemporary dance: - individual style - creativity.	(1) Defines and explains contemporary dance. (2) Play video of contemporary dance.	(1) Listen to the teacher's explanation. (2) Watch video of contemporary dance.	Textbooks, not books, chalkboard DVDS/VCDs players, television sets.	Students to: (1) state the meaning of contemporary dance. (2) explain two specific things noticed while watching the video.
9	Contemporary dance 2	Students should be able to: (1) mention types of contemporary dance movements. (2) perform some contemporary dance movement.	(1) Contemporary dance (types). (i) Nigerian (ii) Western etc (2) Performing some contemporary dance movement.	(1) Discusses some contemporary dance Nigerian and Western. (2) Introduces various contemporary dance movements. (3) Guide students to perform some movements to build and encourage individual creativity.	(1) Listen to teacher's explanation. (2) Participate in class discussion of what they noticed. (3) Perform some dance movements portraying their understanding of contemporary dance.	Chalkboard/magic boards, textbooks, notebooks, DVDS/VCDs players, television sets etc.	Students to: (1) display two dance movements they have been learning and practicing. (2) exhibit a solo or a group dance.
10	REVISION						
11	EXAMINATION						

PHYSICAL & HEALTH EDUCATION
JS I
FIRST TERM

SUB THEME: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Meaning and objectives of physical and health education I	Students should be able to: (1) differentiate between physical education and health education. (2) explain the scope of physical education and health education.	(1) meaning of physical education (2) Scope of physical education.	(1) Explain the meaning of physical education and health education. (2) Explain the scope of each of physical education and health education.	(1) Listen to the teacher's explanation. (2) List the scope of physical education and health education.	1. Posters 2. Photographs 3. Textbooks 4. Workbook 5. Charts	Students to: (1) differentiate between physical education and health education. (2) explain the scope of each of physical education and health education.
2.	Meaning and objectives of physical and health education (II)	Student should be able to: (1) list the objectives of physical education.	Objectives of health education.	Guides students in identifying each objective of physical education and health education.	(1) Identify objectives of physical education and health education	1. Posters 2. Photographs 3. Textbooks 4. Workbook 5. Charts	Students to: list three (3) objectives of each of physical and health education.
3	Physical fitness and body conditioning programme I	Students should be able to: (1) explain the meaning of physical fitness. (2) list the components of physical fitness and differentiate between health and performance related components. (3) mention the characteristics of physical fit person.	(1) Meaning of physical fitness. (2) Components of physical fitness (3) Characteristics of physical fit person	(1) Explain the meaning of physical fitness. (2) Discuss the components of physical fitness under health and performance related components. (3) Guide students to discuss the characteristics of a physical fit person.	(1) Listen to teacher's explanation. (2) List the components of physical fitness, differentiating between the health and performance related components. (3) Discuss the characteristics of a physical fit person.	1. Posters 2. Charts 3. Pictures 4. Textbooks 5. Video clips.	Students to: (1) student to define physical fitness. (2) list four components of physical fitness. (3) mention the characteristics of a physical fit person.

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FIRST TERM

SUB TOPIC: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Physical fitness and body condition programme (II)	Students should be able to: (1) list appropriate exercises to develop the different components of physical fitness. (2) demonstrate exercises to develop strength.	(1) Importance of physical fitness. (2) Safety precaution while performing exercises.	(1) Explain the importance of physical fitness. (2) Explain and demonstrates some exercises that help in developing strength.	(1) Practice teacher's demonstrations of some exercises that help in developing strength, endurance, ability and flexibility. (2) Describe the precaution while performing exercises.	1. Posters 2. Charts 3. Pictures 4. Textbooks 5. Video clips.	Students to: (1) mention two (2) importance of physical fitness. (2) demonstrate at least three of the exercises.
5	Ball games volley ball (I)	Students should be able to: (1) narrate the history and development of volley ball. (2) describe volley ball.	(1) Basic skills and techniques of volley ball (2) Application of the rules and regulation governing volleyball	(1) Describe volley ball. (2) Demonstrate the techniques and skill involved in playing the game.	(1) Tell the history and development of volleyball. (2) Practice the skills.	1. Playing 2. Courts and pictures balls. 3. Charts 4. Film shows 5. Textbooks 6. Whistle	Students to: (1) describe Volleyball. (2) demonstrate the skills involved in playing volleyball.
6	Ball games volley ball II	Students should be able to: (1) demonstrate the techniques and skills involved in playing the game. (2) apply the rules and regulations governing the games.	(1) Basic skills and techniques in volleyball. (2) Rules and regulation governing the volleyball.	(1) Demonstrate the techniques and skills involved in playing the game. (2) Explain the various rules and regulations governing the game.	(1) Apply the various skills and techniques to game situation. (2) Warm-up.	1. Playing courts and pictures 2. Balls 3. Charts 4. Film show 5. Textbooks 6. Whistle	Students to: (1) student to demonstrate the techniques and skills involved in playing the games. (2) apply the rules and regulations governing the games.

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SUB TOPIC: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Ball games soccer I	Students should be able to: list the officials of the game and their functions.	Officials of soccer and their functions.	List out the officials and their functions.	Tell the history and development of soccer.	<ol style="list-style-type: none"> 1. Playing courts and pictures 2. Balls 3. Charts 4. Film show 5. Textbooks 6. Whistle 	Students to: list three (3) essential officials of each game and their duties.
8	Ball games soccer II	Students should be able to: (1) list the facilities/equipment use during the game and their dimensions. (2) list the safety measures in soccer.	(1) Facilities and equipment. (2) Values of soccer common injuries of soccer.	(1) Draws and label the court pitch with their dimensions. (2) List the common injuries associated with ball games explain the produces for carrying out fist aid treatment.	(1) Draw and label the court pitch. (2) List to the explanation.	<ol style="list-style-type: none"> 1. Playing courts and pictures 2. Balls 3. Charts 4. Film show 5. Textbooks 6. Whistle 	Students to: (1) list the facilities and the values of team ball game. (2) mention common injuries in ball games.
9	Food, nutrition and health I	Students should be able to: (1) explain the meaning of food and nutrition. (2) list the different types of food.	(1) Meaning of food. (2) Different types of food.	(1) Explain the meaning of food and nutrition. (2) Displays samples of various types of food.	(1) Mention examples of local food and buying them to class. (2) Observe the displayed food items.	<ol style="list-style-type: none"> (1) Different food items (2) Pictures (3) Charts (4) Textbooks 	Students to: (1) define food. (2) list the different types of food.

**PHYSICAL & HEALTH EDUCATION
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FIRST TERM**

SUB TOPIC: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Food, Nutrition and Health II	Students should be able to: (1) classify food based on nutrients. (2) list the importance of each food nutrients. (3) state the Importance of food.	(1) Carbohydrate, protein, fats and oil, minerals salts vitamins and water. (2) Provide energy for various physical activities. (3) Importance of food for healthy living etc.	(1) Leads students to classify food into groups. (2) List types of food for athletes during training period competition period off competition period. (3) Explain the importance of food class of food to students.	(1) Group food into different classes. (2) List types of food beneficial to athletes during training completion and off competition period. (3) Listen to teacher's explanation.	(1) Different food items (2) Pictures (3) Charts (4) Textbooks	Students to: (1) classify food base on nutrients. (2) list the importance each of food nutritious. (3) state five importance of food.
11	REVISION						
12	EXAMINATION						

PHYSICAL & HEALTH EDUCATION
JS I
SECOND TERM

SUB THEME: BASIC HUMAN MOVEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Recreation, Leisure and Dance Activities (I)	Students should be able to: (1) define recreation, Leisure and dance. (2) differentiate between recreation, leisure and dance.	(1) Meaning of recreation, leisure and dance. (2) Differences between dance, leisure and recreation.	(1) Explains the meaning of recreation, leisure and dance. (2) Guides the students to identify the various components of recreation and dance.	(1) Pay attention while the teacher defines recreation, leisure and dance. (2) Mention the components of recreational activities and traditional dance.	Posters photographs films video tapes parks swimming pool zoological gardens stadium judo, draught, scrabble and novels music.	Students to (1) define recreation, leisure and dance. (2) mention the components of recreation leisure and dance.
2.	Recreation, leisure and dance activities (II)	Students should be able to: list some benefits derived from recreational and dance activities.	Benefit of recreation and dance.	(1) Explains types of activities under the two components of recreation and dance. (2) Demonstrates some local dancing steps. (3) Invite a traditional dancer to demonstrate some dancing skills. (4) Outlines the benefits of recreational activities and dance.	(1) List types of recreational activities and traditional dances. (2) Practice some dancing steps. (3) List some benefit of recreational activities and dance. (4) Take a trip to a nearby park, stadium, swimming pool, (5) Dancing competitions.	Posters photographs films videotapes parks swimming pool zoological gardens stadium judo, draught, scrabble and novels music.	Students to: (1) differentiate between leisure and recreation. (2) list three benefits of recreational activities and dance.

PHYSICAL & HEALTH EDUCATION
JS I
SECOND TERM

SUB THEME: BASIC HUMAN MOVEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Contact and Non-Contact sports.	Students should be able to: (1) differentiate between contact and non-contact sports. (2) list examples of contacts and non-contacts sports.	(1) Definition of contact and non-contact sports (2) Examples of contact sports wrestling Judo. (3) Examples of non-contact sports, gymnastics, swimming	(1) Defines contact and non-contact sports (2) List examples of contacts and non-contact sport.	(1) Defines contact and non-contact sports watch teacher's demonstration (2) Practice the skills	(1) Play ground gymnasium, costumes, gymnastics, masts, protective, gears, wrestling, mats, swimming pool, stream, light jackets film shows music instruments, photographs charts/posters textbooks	Students to: (1) differentiate between contact and non-contact sports. (2) list two (2) examples of each contact and non-contact sports
4	Contact and Non-contact sports.	Students should be able to: (1) list the benefits of taking parts in contact and non-contact sports. (2) demonstrate the common skills in contact and non-contact sports. (3) list safety measures in contact and non-contact sports.	(1) Benefits of contact and non-contact sports. (2) Basic skills and techniques in contact and non-contact sports. (3) Safety measures in contact and non-contact sports.	(1) Enumerates the benefits derived in contacts and non-contacts sports. (2) Demonstrate the common skills in contact and non-contact sports. (3) List safety measures in contact and non-contact sports.	(1) Enumerates the benefits derived in contacts and non-contacts sports. (2) List safety measures in contact and non-contact sports.	Play ground gymnasium, costumes, gymnastics, masts, protective, gears, wrestling, mats, swimming pool, stream, light jackets film shows music instruments, photographs charts/posters textbooks.	Students to: (1) list Three (3) benefits of taking part in contact and non-contact sports. (2) demonstrate the common skills in contacts and non-contact sports. (3) list Three (3) Safety measures in contact and non contact sports.

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SUB THEME: BASIC HUMAN MOVEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Contact and Non-contact sport I	Students should be able to: (1) differentiate between contact and non-contact sports. (2) list examples of contact and non-contact sports (3) list the benefits of taking parts in contact and non-contact sports.	(1) Definition of contact and non-contact sports. (2) Examples of contact sports, wrestling, judo (3) Examples of non-contact sports - Gymnastic - Swimming	(1) Defines contact and non-contact sports. (2) List examples of contacts and non-contacts sports. (3) Enumerates the benefits derived in non-contact sports	(1) Define contact and non-contact sports. (2) Watch teacher's demonstration. (3) Practice the skills.	Play ground/gymnasium, light jackets, costumes, film show, gymnastic mats, protective gear, musical instrument, and swimming pool/stream etc.	Students to (1) differentiate between contact and non-contact sports. (2) list two (2) examples of each contact and non-contact sports. (3) list three (3) benefits of taking part in contact and non-contact sports.
6	Contact and non-contact sports II	Students should be able to: (1) demonstrate the common skills in contact and non-contact sports (2) list safety measures in contact and non-contact sports.	(1) Benefits of contact and non-contact sports. (2) Basic skills in techniques in contact and non-contact sports.	(1) List the common benefits in contact and non-contact sports. (2) Demonstrate the common skills in contact and non-contact sports.	(1) Enumerates the benefits derived from contact and non-contact sports. (2) List safety measures in contacts and non-contact sports.	Play ground/gymnasium, light jackets, costumes, film show, gymnastic mats, protective gear, musical instrument, and swimming pool/stream photographs etc.	(1) demonstrate the common benefits in contact and non-contact sports. (2) list three (3) safety measures in contact and non-contact sports.

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SECOND TERM**

SUB THEME: BASIC HUMAN MOVEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Pathogens diseases and their prevention I	Students should be able to: (1) identify the diseases caused by pathogens. (2) list different types of diseases.	(1) Diseases caused by pathogens. (2) Types of diseases.	(1) Lead students to discuss how diseases are caused by pathogens. (2) List different types of diseases.	(1) Give examples of diseases caused by pathogens. (2) Participate in class discussion and group work.	1. Posters 2. Charts 3. Pictures 4. IEC materials 5. Textbooks	Students to: (1) list three (3) diseases caused by pathogens. (2) list different types of diseases.
8	Pathogens, diseases and their prevention II	Students should be able to: mention the effect of diseases on athletes performance in physical activities.	Diseases preventive measures: - adequate nutrition and exercises. - clean environment use of safe water proper disposal of refuse and sewage seeking and getting treatment in time good hygiene immunization good ventilation health education vaccination.	(1) Explain the effects of disease on students well being. (2) Explains how to prevent diseases. (3) List types of preventive measures. (4) Ask students questions on prevention of diseases.	(1) Enumerate the effect of disease on their health. (2) List types of preventive measures.	1. Posters 2. Charts 3. Pictures 4. IEC materials 5. Textbooks	Students to: (1) mention four effects of diseases on athletes performance in physical activities. (2) list five preventive measures of communicable diseases. (3) list five communicable diseases.

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SECOND TERM

SUB THEME: BASIC HUMAN MOVEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Physical fitness and body conditioning programmer I	Students should be able to: (1) list the benefits derived from physical fitness. (2) explain the benefits derived from physical fitness.	Benefits derived from physical fitness.	(1) Explain benefits derived from physical fitness. (2) Benefits that influences physical fitness.	(1) Listen to the teacher's explanation. (2) List the benefits of physical fitness.	1. Charts 2. Pictures 3. Textbook 4. Posters 5. Chalkboard	Students to (1) list 5 benefits derived from physical fitness. (2) list the benefits of physical fitness.
10	Physical fitness and body conditioning programme II	Students should be able to: (1) state factors that influences physical fitness. (2) explain the factors that influence physical fitness.	(1) Factors that influence physical fitness. (2) Factors that influence physical fitness.	(1) Explain factors that influence physical fitness. (2) Mention factors influencing physical fitness.	(1) State factors that influence physical fitness. (2) Copy the chalk board summary.	Charts, pictures, textbooks, posters, chalkboard.	Students to (1) list the factors influencing physical fitness. (2) explain factors influencing fitness.
11	REVISION						
12	EXAMINATION						

PHYSICAL & HEALTH EDUCATION
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THIRD TERM

SUB TOPIC: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Athletics (Track and field) I	Students should be able to: (1) define athletics. (2) take part in warm activities. (3) draw and label the sectors with dimensions.	(1) Define athletics. (2) Draw and label the throwing sectors with dimension. (3) Sectors with dimension.	(1) Definition of athletics. (2) Drawing the sectors with dimension.	Listen to the teacher and take part in the discussions.	1. Field and measuring instrument. 2. Shot put and discus 3. Video Clips 4. Pictures 5. Charts 6. Textbooks	Students to: define athletics
2.	Athletic (track and field) II	Students should be able to: (1) explain the benefits of taking part in athletics. (2) list safety measuring in shot-put and discus. (3) describe the basic skills in discus and shot-put. (4) perform the basic skill in discus and shot-put.	(1) Basic skills and techniques in shot put. (2) Execution of basic skills. (3) List the rules governing shot put.	(1) Demonstrate the basic skills. (2) List and describe the basic skills in a shot put and discus. (3) Take students to the field to see shot put and discus sectors.	(1) List the basic skills in shot put. (2) Practice the skills in shot put.	1. Field and measuring instrument. 2. Shot put and discus 3. Video Clips 4. Pictures 5. Charts 6. Textbooks	Students to: (1) take part in warm up activities. (2) list three (3) safety measuring in shot put and discus.

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THIRD TERM

SUB TOPIC: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Athletics (Track and Field) III	Students should be able to: (1) take part in warm up activities. (2) draw and label the sectors with dimension.	(1) Draw and label the dimension in discuss. (2) Sectors in dimensions in discuss.	List the dimension.	Listen to teacher's explanation.	1. Field and measuring instrument. 2. Shot put and discus 3. Video Clips 4. Pictures 5. Charts 6. Textbooks	Students to: (1) list the warm up activities. (2) sector in dimension in discuss
4	Athletics (Track and Field) IV	Student should be able to: (1) explain the benefits of taking part in athletics (2) describe the basic skills in discuss	(1) The benefits of taking parts in athletics (2) List the rules governing discus	(1) Benefits of taking part in athletic. (2) List the rules governing discus	Watch teacher's demonstration of various skill in discuss.	1. Field and measuring instrument. 2. Shot put and discus 3. Video Clips 4. Pictures 5. Charts 6. Textbooks	Students to mention the benefits in taking part in athletics.
SUB-THEME: HEALTH EDUCATION							
5	Personal school and community health I	Students should be able to: (1) explain types of families. (2) list duties of each member of the family.	Family life education: (1) Meaning and types of families. (2) Duties of members of the family.	(1) Explain the meaning of family. (2) Identifies family members.	(1) Listen attentively to the teacher's explanation. (2) Ask/Answer questions.	1. Pictures 2. Flip charts 3. Textbooks 4. Posters 5. Newspaper 6. Magazine 7. Video show 8. Role play 9. IEC Materials 10. Specimen	Students to: (1) state two types of families. (2) list three duties of each members of the family.

PHYSICAL & HEALTH EDUCATION
JS I
THIRD TERM

SUB TOPIC: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Personal school and community health II	Student should be able to: (1) differentiate between puberty in boys and girls. (2) list consequences of teenage pregnancy.	(1) Puberty in boys and girls. (2) Teenage pregnancy and its consequences.	Discus puberty and health consequences of teenage pregnancy	Participate in role playing (play let).	1. Pictures 2. Flip charts 3. Textbooks 4. Posters 5. Newspaper 6. Magazine 7. Video show 8. Role play 9. IEC Materials 10. Specimen	Students to: state three (3) major body structural differences between boys and girls at puberty.
7	Personal school and community health III	Students should be able to: demonstrate assertiveness and communication skills	Assertiveness and communication skills.	Guides students on how to acquire assertive communication and refusal skills.	Bring to the class news paper, magazines, quipping on workers in sports and health related services.	1. Pictures 2. Flip charts 3. Textbooks 4. Posters 5. Newspaper 6. Magazine 7. Video show 8. Role play 9. IEC Materials 10. Specimen	Students to: Demonstrates how to say no to pressure from friends to engage in sex and drug abuse
8	Nigeria Sports Heroes I	Students should be able to: (1) list sport heroes	Sports and heroes	Contribution of heroes	Mention some heroes and heroines	1. Pictures of Nigeria sports heroes from newspapers 2. Video clips	Student to: list sports heroes in Nigeria
9	Nigeria Sports Heroes II	Students should be able to: know Nigeria (pre-colonial and post-colonial)	Professionals in physical education in Nigeria	Career guidance and mention sports heroes like Jerry Enyeazu, Falilat Ogunkoya, Maryonyali, etc.	Mentions some sports heroes and heroines	1. Pictures of Nigeria sports heroes from newspapers 2. Video clips	Students to: know Nigeria (pre-colonial and post-colonial)

**PHYSICAL & HEALTH EDUCATION
JS I
THIRD TERM**

SUB TOPIC: SPORTS AND GAMES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Nigeria Sports Heroes II I	Student should be able to: state the contributions of these heroes	Past and present sports heroes and their contributions in Nigeria	State the contributions of these heroes to National Development	State career opportunities in physical education	Pictures of Nigeria sports heroes from newspapers Video clips	Students to: state the contributions of these heroes.
11	REVISION						
12	EXAMINATION						

FRENCH
JS I
PREMIERE TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1	Introduire la langue - Pourquoi la langue française au Nigéria	L'apprenant serait motivé, sensibiliser et éveiller l'intérêt des apprenantes.	Vocabulaire comme: - raison - économique - sociale - pays - anglophone - francophone - langue officielle	L'enseignant présente les importances de la langue française au Nigeria.	L'apprenant écoute l'enseignant.	Documents	Quels sont les pays Francophones et les pays Anglophones
2	Demandé et répondre en classe	L'apprenant serait capable de demander et répondre en classe: - Obéir des ordres - Utiliser des mots en classe.	Vocabulaire comme: - écoutez - écoutez bien s'il vous plaît - silence - assez-vous - levez-vous - fermez vos livres - répétez - regardez le tableau-noir	L'enseignant S'aide de gestes pour faire comprendre les acts de classe et introduire si nécessaire.	Les apprenants font les acts entre eux.	- Document - Vidéo on y va unité O Page 4	Répétez les actes à la maison
3	Saluer et prendre congé Prendre Congé	L'apprenant serait capable de saluer quel qu'un et les différentes manières de Saluer	Vocabulaire et expression comme: Bonjour/Bonsoir Monsieur/Madame Tout le monde Salut Oge, Comment ça va? Comment allez-vous? Au revoir, à demain, à tout à l'heure Bonne nuit.	L'enseignant salue les apprenants. L'enseignant explique aux élèves les différences entre tu et vous (tutoiement et vouvoiement).	Les apprenants saluent l'enseignant. Ils se saluent entre eux (tutoiements)	- Le livre on y va I page 8 -Vidéo	Distinguer l'utilisation du vouvoiement et du tutoiement. (tu/vous)

FRENCH
JS I
PREMIERE TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
4	Se présenter et demander et donner	L'apprenant serait capable de se présenter demander et donner - son nom - son prénom - sa nationalité - son adresse - langues parties	Vocabulaire comme: L'identifier, réelle. - du professeur - des élèves - nationalités deys pays francophones Les langues locales - vocabulaire nécessaire pour remplir la fiche d'identité. - Quel est ton nom?	L'apprenant fait les différentes formes de l'interrogation comment tu t'appelles? Tu t'appelles comment? Comment est le que tu t'appelles? Quel est ton nom? Quel est votre nom? Quel le nom de ta famille/votre nationalité?	L'apprenant fait la parole grâce a' introduction de plusieurs petite dialogue progressive. Jeu du chiffons.	- Le livre on y va I page 8	Présenter ton frère et ta famille
5	Épeler un mot Ecrire un mot épelé	- L'apprenant serait capable d'épeler un mot - écrire un mot épelé	L'alphabet en français. A, B, C, D, E, a' Z	- L'enseignant demande aux apprenants d'épeler un mot. ou.. comment ca s'écrit? - ça s'écrit comment? 'pelle s'il te plait. - Epelle s'il vous plait?	Les apprenants écrivent les noms des élèves au tableau-noir et les épelés. "Jes du pendu" On écrit au tableau la première et la dernière lettre d'un mot connu. On écrit autant de tiret qu'il y des lettres casheés entre le debut et la tin du mot	- Le livre on y va I page 5	L'apprenant donne la dictée aux élèves.

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PREMIERE TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
6	- Se décrire - Décrire quel qu'un	L'apprenant serait capable de parler des traits physiques de quelqu'un	Vocabulaires et expressions comme grand(e), petit(e), noir(e), gros(se), beau (ell), forte(e), laid(e) masculin et féminin.	- L'enseignant présente les traits physique de quelqu'un - D'un apprenant en classe.	"/apprenant imite la production orale de l'enseignant.	On y va I page 14, images, documents	Dècribed une personne.
7	Parler des caractéristiques personnelles	L'apprenant serait capable de parler des habitudes.	Vocabulaires/Expressions. il/elle est timide. il est souriant(e). il est gentil, elle est gentille, il est comique, honnête, bon(ne)..	- L'enseignant présente des masculins et féminin des adjectifs. - Les différentes formes d'interrogation. - La negation	L'apprenant défilet et d'autres commentent de défilé on peut le faire a' pantir d'une photo également par varier les habits et les caractéristique physique.	On y va I page 21, images	Exercises d'identification
8	Parler de ses loisirs/recréation	1. L'apprenant serait capable de parler de ses loisirs. 2. parler de se qu'il aime faire	Vocabulaires et expressions Les loisirs Les sports, les jeux Les arts, la cuisine Je fais du sport Je jouie au tennis J'écoute de la musique	L'enseignant présente des activités de loisirs et demande aux élèves ce qu'ils aiment faire pour les loisirs.	Les apprenants parlent des ses loisirs	On y va I page 28	Dites ce que vous aimez et ce que vous préférez

FRENCH
JS I
PREMIERE TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9	Exprimer ses goûts et ses préférences	L'apprenant serait capable d'exprimer 1. ses goûts 2. ses preference	Vocabulaires et expressions Les plats les boissons Les activités regarder la télévision, écouter la radio, aller au cinéma, lire, etc mais	L'enseignant présent comment on pose des questions Qu'est-ce que vous aimez? Qu'est-ce que ti aime? Qu'est-ce que tu préfères? J' aime... Je préfère	Chaque apprenant donne son choir des goûts et ses préférences - J' aime du sport - Je préfère les jeux - J' aime aime du sport mais je préfère les jeux	On y va I page 15	Duel âge a ton frère. Ta grand-mère a quel âge?
10	Demander et donner: - son âge - son lieu de naissance - sa profession	L'apprenant serait capable de: - présenter en précisant - son âge - son lieu de naissance - sa profession	Vocabulaires et expressions 1. Les nombres pour donner l'âge 2. Les jours de la semaine 3. Quel que professions courantes Expressions: Quel âge as tu? Tu as quel âge? Tu/vous êtes né où? Je suis né(e) à Je-suis + profession	L'enseignant professeur donne les nombres de 'a' 20 en faisant remarque les particularités de 17, 18 et 19. - L'enseignant donne quelques professions: Médecin, professeur, danseur, chanteur, Coiffeur, chauffeur et donne aussi les masculins et féminins et féminins des professions, Chanteur/chanteuse Étudiant/étudiante Journalist/journaliste	Les apprenants donent ses âge J'ai d'onze ans J'ai quatre ans J'ai quatorze and J'ai dix-sept ans	On y va I page 15	Quel âge a ton frère Ta grand-mère a quel âge?
7	REVISION						
8	EXAMINATION						

FRENCH
JS I
DEUXIEME TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1	Présenter une/des personne(s)	1. L'apprenant serait être capable de présenter un ami a' ses parents 2. Présenter un ami a' un ami.	Vocabulaires et expressions: Vous connaissez? Je vous présente... Voici... Enchanté(e)... C'est... il est... elle est... Elles sont... ils sont...	L'enseignant présente sa mère: voici ma mère il dessine une famille au tableau. On crée lieu familiaux, Ex: C'est ma mère, C'est le père de mon ami. il fait aussi des regroupements ex Paul et sa mère, ses frères, son oncle? Sa tante, etc	L'apprenant présente son ami ou ton frère ou ton canard	On y va I page 37	Exercices vrai/faut a' parler d'un arbre généalogique
2	Exprimer les propriétés et la nature des objets	- L'apprenant serait capable de faire l'inventaire de ce que l'on possède. - Exprimer la nature des objets	Vocabulaires et expressions: Les objets familiers des apprenants. - Comment ça s' appelle en français? - Un/une/des - Qu'est-ce que c'est? C'est un... C'est mon... Ce n'est pas - le nom	L'enseignant présente l'article indéfini: Un/une/des L'enseignant tout les objets dans la classe. Il demande a' qui a certain objet. - Il demande aux apprenants aussi ce qu'ils possèdent	Les apprenants essaient de faire oralement la liste des objets et précisent a' qui ils ont les objets. Les apprenants nomment aussi des objets dans la classe	On y va I page 13	Les apprenants dérivent de l'arbre

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JS I
DEUXIEME TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3	Demander quel que chose a' quelqu'un	L'apprenant serait capable de demander quelque chose a' quelqu'un	1. Vocabulaire et expression donner, prêter. 2. Formules de politesse expressions comme : S'il te plaît S'il vous plaît S'il plaît, donne-moi ton crayon S'il vous plaît donnez-moi ta règle.	L'enseignant demande quelque chose à un apprenant Paul, donne-moi ton Bic S'il te plaît Prête moi ton Lure on y a S'il te plaît S'il vous plaît Madame je veut voir le médian	Certains apprenants demandent à d'autres de faire quelque chose dans la classe Ex exemple: Marie S'il te plaît, ferme la porte Tu me donne ton Bic?	On y va I page 41	Demandez a' tes camante de vous donner quelque chose
4	Demandez vor quel qu'un 2. S'excuser	L'apprenant serait capable d : 1. demander a' var quel qu'un 2. S' excuser	Vocabulaire et expression - Excusez-moi - Pardon, madame/madenioiselle/monsieur - Une minute, je l'appelle Je voudrai voir s'il vous plaît	L'enseignant demande à voir un apprenant qui' est pas dans la classe. Ex: Excusez-moi o est Samuel? 2. S'il vous plaît, je voudrai voir Samuel? Je voudrai aller à la plage.	L'apprenant répond la question - il est malade. - il est d l'hôpital - il n'est pas là - Samuel est déjà purfi	On y va I page 74, vidéo	Demande avoir un ami travail à la bouque

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DEUXIEME TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
5	1. Décrire les professions. 2. Exprimer les activités de les matiers	L'apprenant serait capable de: 1. nommer des professions 2. Décrire ces professions à l'aide de verbes a' action	Vocabulaire et expressions Quelle est la profession de....? u/elle est...? c'est un/une... Qu'est-ce qu'il/elle fait? il/elle travaille où? Où est-ce qu'il/elle travaille? Avec qui il/le travaille? Avec quoi il/elle travaille?	L'enseignant présente quelques professions - un médéan – il travaille a' l'hôpital - un professeur travaille ou enseigne à l'école - un infirmière ou une infirmière travaille à l'hôpital - un cultivateur sème cultivate, récolte du mais	L'apprenant donne des autres Profession comme - un journaliste - un footballeur - une chauffeuse - un coiffeuse - un cuisinier - une cuisinière - un mécanicien(ne)	On y va I page 76, vidéo	Devinettes guess who is being described? 1. il écnt dans le journear 2. il travaille à l'hôpital 3. il travaille au Marché
6	Demander l'heure Donner l'heure	L'apprenant serait capable de: 1. Demander 2. heure 3. Donner l'heure	Vocabulaires et expressions - vous avez l'heure? - Quelle heure est - il est une heure - il est midi Il est six heures du soir - il est une heures mans vingt - il est - midi - minuit - il fait - jour - nuit	L'enseignant présente l'heure il dessine un cadran au tableau et fait lire l'heure Remarque: Commencer par les heures planes, puis les minutes. Faire remarquer les particularités "et" quart "et demie" Maine le quart	L'apprenant donne une heure et les apprenants dans leur cahier dessine ment le cadran correspondant Ex: il est une heure 2. il est trois heures et demie Les apprenants font les dessines	On y va I page 66	Quelle heure est il? 07:25 09:40 08:15

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JS I
DEUXIEME TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
7	Demander et expliquer à certaines heures de la journée	L'apprenant serait capable de 1. donner son emploi du temps 2. dire ce qu'il fait chaque jour	Vocabulaires et expressions Les différents moments de la journée - le matin - le midi - la après-midi - le soir Expressions comme - Qu'est-ce que vous faites? Qu'est-ce que tu fais? - Qu'est-ce que tu fais à midi/le soir/à huit heures du soir	L'enseignant demande aux apprenants L'heure qu'il est ce qu'ils sont en train de faire Il donne la dit ce qu'il fait à différents heures de la journée L'enseignant donne la journée d'un professeur	Les apprenants font l'emploi du temps journalier et ils décrivent leur emploi du temps en identifiant Ex: 8h Petit-déjeuner devient à 8 heures, je prends mon petit-déjeuner	On y va page 61	L'apprenant demande aux apprenants de dire ce qu'ils font à 7h du soir
8	Parler des voyages et les moyens de transport	L'apprenant serait capable de parler des moyens de transport et des problèmes de transport - des moyens de transports	Vocabulaire/Expressions utiles: Par avion en bateau/voiture à pied, à cheval, à bicyclette, en pirogue - être en retard - en avance/à l'heure - une mauvaise/bonne route embouteillage- avoir un accident	L'enseignant propose des situations de communication pertinentes par exemple: - On voyage en ville - On voyage au village - On voyage au pays On voyage...	L'apprenant propose ses propres moyens de transport comme: L'avion - la bicyclette - à pieds - en bateau - en voiture	Dialogue, dessins, photos, images, vidéo, etc.	Nommez 5 moyens de transport au Nigéria

**FRENCH
JS I
DEUXIEME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9	Dire les dates situer un événement par rapport à un autre	L'apprenant serait capable de: - Designer les jours de la semaine - Situer un événement par rapport à un autre.	Vocabulaires et expressions es comme : la date, la semaine, le jour, Aujourd'hui Expressions : Quelle est la date aujourd'hui ? - Quelle est votre date de naissance ? - Quand est-ce que vous êtes né(e) ? la (date), (le jour) - Demain c'est... - Après demain c'est... - La Semaine dernière - Le mois dernier Après/avant	L'enseignant fait situer les jours de la semaine par rapport à date du jour. Exemple : Aujourd'hui, c'est lundi, hier c'était dimanche, demain c'est mardi. - Je suis né le 23 Juin, 1991	En fonction des dates de naissances, les apprenants disent s'ils sont nés avant ou après tel ou tel camarade.	On y va page 54-55 Vidéo	Ecrivez les jours de la semaine.
10	Demander la direction - Remerciement	L'apprenant serait capable de : - demander la direction - Remercier quelqu'un	Vocabulaires et expressions près, près de, tout près, à côté de, un peu, assez loin, très loin de. - devant derrière avant, jusqu'à, jusqu'au, à gauche, à droite - Le marché est près, assez loin - le cinéma est devant L'église Merci. Merci beaucoup	L'apprenant présente la question Ex – Où se trouve l'église catholique ? - c'est assez loin d'ici - il faut prendre la deuxième rue à gauche - C'est tout près	L'apprenant donne la direction à un camarade de la classe qui veut aller à l'hôpital.	On y va I page 94-95	Donne la direction à ton ami qui veut te rendre visite
7	REVISION						
8	EXAMINATION						

FRENCH
JS I
TROISIÈME TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
1	Demander et expliquer ce que l'on fait tous les jours de la semaine - Exprimer la durée	L »apprenant serait capable de : - savoir ce que l'on fait chaque jour, pendant - combien de temps	Vocabulaires et expressions L'emploi du temps Les activités de la semaine - Le cours commence à..l fruit à... - vous travaillez de quelle heure à quelle heure ? De... à... - Qu'est-ce que vous faites le lundi/mardi/ etc. Les lundis ?/les dimanches ?	L'enseignant constitue l'emploi du temps de la classe avec les apprenants	L'apprenant pose une question à un autre apprenant. Que fait tu le dimanche ? Que fait tu pendant le weekend ?	- On y va page 66 - vidéo - dialogue	Avec l'aide d'enseignant, les apprenants expriment leurs activités du weekend
2	Demander et indiquer le temps qu'il fait	L'apprenant serait capable de : 1. demander le temps 2. indiquer le temps	- la météo, les saisons - Quel temps fait aujourd'hui ? il fait très beau/mauvais - il ya du soleil - il fait mauvais/beau temps. Il pleut - il ya du vent/de l'harmattan/des nuages - il fait (très) chaud/froid/frais - Nous sommes dans quelle saison ? - la saison de sèche/la saison de pluies - il y a 4 saisons en France L'été, L'automne, le printemps et l'hiver	L'enseignant regarde par la fenêtre et demande le temps qu'il fait. Il donne la réponse. Il donne les différents types de temps au Nigéria et en France	La classe, à l'aide d'étiquettes comportant le moins de l'année et des symboles météo, crée le bulletin météo de l'année Nigeria	- On y va page 59 - images - vidéo	Quelles saisons préférez vous et pourquoi ?

FRENCH
JS I
TROISIÈME TRIMESTRE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
3 et 4	Demander et expliquer ce que l'on fait chaque mois de l'année - Exprimer la fréquence d'une activité	L'apprenant serait capable de : - dire ce que l'on fait à un moment précis de l'année - Maitriser la fréquence des actions - Expliquer des événements importants de l'année	Vocabulaires et expressions les fêtes de l'année scolaire, religieuse, civil, etc - Les habitudes à la maison - à l'école, le week-end - des fêtes - Les activités sportives et artistiques - pour Noël - pour pâques/ - La fête d'igname - En février - Quelles sont les fêtes importantes le courant de l'année Expression comme parfois/quelquefois/de temps/en temps/jamais/toujours - Combien de fois par jour/semaine/mois... ?	Le professeur demande aux apprenants de retrouver les grands moments et les grandes fêtes de l'année au Nigeria. L'enseignant demande aux élèves le moment de l'année qu'ils préfèrent et expliquent pourquoi	Les apprenants donnent les grands moments et les grandes fêtes de l'année au Nigeria 1. 1 ^{er} Oct, -jour de l'indépendance. 2. 27 mai – c'est jour des enfants 3. 25 Décembre – c'est le jour de Noël	- On va page 70 et 71, 54 et 55 - dialogue - vidéo	Présentez le calendrier des fêtes en Nigeria

**FRENCH
JS I
TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
5	Inviter et accepter/refuser une invitation	1. L'apprenant serait capable de rédiger une petite lettre d'invitation. 2. Accepter ou refuser une lettre d'invitation	Vocabulaires/expressions Les loisirs - vous dinez ? - vous voulez diner/danser/aller au cinéma avec moi ? - Oui, merci, / oui avec plaisir. - Non-merci, je suis désolée - Non je ne suis pas libre - Je l'invite a'... - Je ne peux pas... le verbe pouvoir	L'enseignant faire a' la classe comment on invite et comment on répond a' une invitation. Il présente aux apprenants ce qu'ils peuvent faire et ce qu'ils ne peuvent pas faire.	L'enseignant rédige une invitation a' une fête/dance/cérémonie religieuse. Divise la classe en groupes certains apprenants écriront pour accepter l'invitation, les autres écriront pour refuser.	- On y va page 110 et 111 - images	Organisez un repas et invitez vos amis
6	1. Donner un ordre 2. Interdire 3. autoriser Demander la permission, cou	L'apprenant serait capable de 1. Donner un ordre - interdire - Autoriser - demander la permission de conseiller	Vocabulaires et expressions Vocabulaires comme : Les ordres et consignes dans la classe a' l'école, a la maison, au travail. - Les interdictions et permission dans les mêmes Expression comme - Regarde/ne regarde pas - Dans la classe, il est interdit de... il est permis de - il ne faut pas - je ne peux pas - interdit de... - défense de... S'il vous plaît, est que te peux..., c'est possible de	L'enseignant donne des ordres aux apprenants... Ecrivez, regardez moi, levez-vous Les apprenants doivent obéir - Défense d'uriner ici - interdit de parler la langue maternelle en classe	Un apprenant mène une séance de gymnastique. Les autres font les exercices en obéissant les ordres comme levez les bras ! Levez-vous...	- On y va page 75 - images - vidéo	Faire une liste de qui est autorisé ou interdit dans la classe

**FRENCH
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TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
7	Expliquer un démarche a' quelqu'un	L'apprenant serait capable de : - Expliquer comment on sert d'appareils simples - Faire les démarches nécessaires	Vocabulaires et expressions moyens de communication - téléphone - poste - coureer express Mode d'emplois Expressions: Qu'est-ce qu'il feut faire... D'abord .../en premier, commencer/ensuit – puis - enfin Pour terminer	L'apprenant créer une notice d'emploi d'un téléphone publique d'une cabine téléphone Ex : Pour téléphone, on décroche, on attend la tonalite, on compose la numéro, et commence a' parler = itallo	Un apprenant explique aux autres apprenants comment on peut conduire une voiture	On y va page 65	Expliquez comment on joue le jeu des petite chevaux
8	Acheter et vendre Demander et le prix d'un produit	L'apprenant serait capable de faire: - des observations et de négocier un produit. - de savoir la qualité et le prix des produits	Vocabulaires/expressions utiles c'est cher : c'est trop cher lourd/sec/cher : c'est chaud/ froid. C'est démode : - L'artcle coutent... ; La motie coute... 20et 20 font... - Ça coutent combien ? - Je paie, un paquet de... combien coute une bouteille de l'huile, un kilo de...	L'enseignant trouve des countless clairs pour illustrer les empolis	L'apprenant écoute reproduit et adapt les exemples	- On y va page 102-103 - images - photos	Combien un sae deriz

**FRENCH
JS I
TROISIÈME TRIMESTRE**

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D' EVALUATION
				ENSEIGNANT	APPRENANT		
9	Savoir demander - demander - indiquer des horaires	L'apprenant serait capable de : - demander, indiquer des horaires	Vocabulaires/expressions L'heure administrative - Il part/il arrive à quelle heure - il est en retard - il est en avance - il est/elle est à l'heure	L'enseignant écrit des panneaux horaires (train, avion) Il les fait utiliser par les apprenants	Les apprenants transforment des heures administratives en heures courantes Ex : il est midi le 11h.45	- images - photos - vidéo	Transformez à l'heure administrative
10	Savoir réagir à un problème de transport	L'apprenant serait capable de : réagir face à un problème de transport	Vocabulaires/expression Quelques problèmes de transport comme : panne, d'essence, retards, accidents Expressions comme : est en panne... ne marche pas ne fonctionne pas - Est-ce qu'il y a un garage/un bureau de renseignements/informations	L'enseignant explique aux apprenants ce qu'ils peuvent faire si la voiture est en panne	Les apprenants écoutent le professeur et regardent des images	- images - photos - vidéos	Traduit les mots suivants en anglais 1. l'essence 2. panne 3. retard 4. accident
7	REVISION						
8	EXAMINATION						

COMPUTER SCIENCE
JS I
FIRST TERM

SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Historical development of computer I	Students should be able to: 1. list early counting devices 2. state the problems in counting large numbers with those devices.	1. Early counting devices (fingers, stones, sticks, pebbles, cowries, etc.).	1. Describes and shows different early counting devices. 2. Mentions the problems of counting large numbers with these early devices.	Observe and examine the counting devices.	1. Fingers 2. Toes 3. Sticks 4. Stones 5. Pebbles, etc.	Students to: 1. name at least four early counting devices 2. discuss the problems in using those devices.
2	Historical development of computer II	Students should be able to: 1. name mechanical counting and calculating devices	Mechanical counting and calculating devices: Abacus, slide rule, etc.	Demonstrates the use of counting and calculating devices.	Observe the use of mechanical counting and calculating devices	1. Abacus 2. Slide rule	Students to: 1. name two mechanical counting and calculating devices.
3	Historical development of computer III	Students should be able to: 1. name electro-mechanical counting devices. 2. discuss electro-mechanical counting devices.	1. Electro-Mechanical counting devices: - John Napier Bone - Blaire Pascal Machine - Gottfried Labriz Machine. - Joseph Jacquard loom - Charles Babbage analytical machine - Philip Emeagwali.	1. Guides students to compare and contrast the electronic with modern. 2. Guides student to demonstrate the use of electro-mechanical counting devices.	1. Observe and recognize the pictures of electro-mechanical devices. 2. Observe the use of electro-mechanical counting devices.	Calculator	Students to: 1. name two electro-mechanical counting devices. 2. discuss three electro-mechanical counting devices.

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SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Historical development of computer IV	Students should be able to: compare electronic counting devices with modern computers.	Electronic counting devices and modern computers.	Discuss the contribution of the various counting devices to the modern computers.	Observe and recognize electronic counting devices with modern computers.	Four figure table	Students to: 1. differentiate electronic counting devices with modern computer.
5	Historical development of computer V	Students should be able to: state the contributions of named it inventors.	1. Electronic counting devices and modern computers: i. Herman Hollerith punch cards ii. John von Neumann Machine iii. Modern machines.	Guides students to identify the contribution of named it inventors.	Observe and recognize the contributions of named it inventors.	Four figure table	Students to: 1. state contributions of named it inventors.
6	Historical development of computer VI	Students should be able to: 1. identify the five generations of computers 2. describe the features of each generation.	1. Generations of computers: - first - second - third - fourth - fifth 2. Features of five generation of computers.	1. Describes each generation of computers. 2. Describes features of each generations of computers.	1. Match each generation. 2. Identify generations with its characteristic features of computers.	1. Charts 2. Pictures 3. Computer 1. Computer 2. Cardboard Cuttings	Students to: 1. name the generations of computers. 2. state two features of each generations of computers.
7	Definition of computer	Students should be able to: 1. define basic concepts of computer 2. define three main parts of the computer as a machine/device	1. Definition of computer 2. Definition of three main parts - computer as a machine/device - processing machine - controlled by a stored program and computer as input-process-output system	1. Guide the students to identify computer		1. Observe teacher's demonstration and listen to explanation	Students to: 1. define computer and the three main parts

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Practical I	Students should be able to: 1. Identify the practical work I 2. Boot the computer system on.	1. Practical work I 2. Boot on the computer system	1. Guide students to boot on computer system	1. Observe and recognize the boot on computer	1. Computer system	Students to: 1. try and boot on the computer system
9	Basic concepts of Computer I	Students should be able to: 1. name main parts of a computer 2. describe input, output devices and processing unit	1. Main parts of a computer: - system unit - monitor - keyboard 2. Basic concepts of computer - input devices ii. output devices iii. processing unit e.g. keyboard, C.P.U. and Printer etc.	1. Guide students to identify parts of computer 2. Leads students to differentiate between input devices; output devices and processing unit	1. Touch the parts of computer system 2. Give examples input, output devices and processing unit	1. Computer system 2. Main parts	Students to: 1. name main parts of computer 2. describe input, devices, output devices and processing unit
10	Basic concepts of Computer II	Students should be able to: 1. list functions of the input devices 2. discuss functions of the output devices	1. Functions of the input devices 2. Functions of the output devices	1. Leads students to state the function of input and output devices	1. Copy the board summary into their notebooks	1. System unit	Students to: 1. list functions of input devices 2. state functions of output devices
11	REVISION						
12	EXAMINATION						

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SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Data Processing I	Students should be able to: define data processing.	Definition of data processing and cycle/stages.	Leads students to defined and identify data processing cycle/ stages.	Identify the definition of data processing.	1. Pictures 2. Charts	Students to: define data processing cycle/stages.
2	Data Processing II	Students should be able to: 1. state the stages of data processing. 2. describe what each stage entails.	1. Stages of data processing i. Data gathering ii. Data collation iii. Input stage iv. Processing stage v. Storage stage vi Output stage	Discusses what each stage involves.	1. Participate in class discussion. 2. Copy the board summary into their notebooks.	1. Pictures 2. Charts	Students to: state the stages of data processing.
3	Data Processing III	Students should be able to: 1. identify importance of the computer as a tools for processing data. 2. describe traditional manual method.	1. Importance of the computer as a tools for processing data 2. Traditional manual method.	1. Demonstrates how computer can be used to achieve each of these things 2. Guides students to identify the traditional manual method.	1. Observe teacher's demonstration and listen to explanation.	Computer system	Students to: 1. name importance of the computer as a tools for processing data. 2. describe traditional manual method.

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Data Processing IV	Students should be able to: State the features of a computer that makes it an excellent tool for data processing.	1. Features of computer as a tools for processing data: i. increased accuracy ii. efficient storage facilities iii. fast across to information iv. handles repetitive tasks. v. improve customer service.	1. Guides students to identify the benefits of the computer as a data processing tool. 2. Write the stages on the board.	Copy the board summary into their notebooks.	Appropriate software	Students to: State four features that make computer useful for data processing.
5	Data Processing V	Students should be able to: 1. identify computer tools 2. learn how to use tools for processing data	1. Practical work I 2. Tool for processing data.	Ensures that students observe the tools and work with them in computer laboratory	Identify the tools and work with them	Software	Students to: 1. identify computer tools 2. use the tools to do some work
6	Computer ethics I	Students should be able to: discuss computer room management ethics.	Computer room management ethics.	Leads students on excursion to suitable computer laboratory.	Participate in class discussions.	1. Pictures 2. Charts of computer room	Students to: discuss computer room management ethics.

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SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Computer ethics II	Students should be able to: list ways of taking good care of a computer room/laboratory	1. Ways of taking good care of a computer room/laboratory - Maintaining dust free environment - appropriate ventilation - appropriate lighting system - setting computer.	Guides students to identify ways of taking good care of a computer room/laboratory.	Take good care of a computer room/laboratory.	Computer laboratory.	Students to: list four ways of taking good care of a computer room/laboratory.
8	Computer ethics III	Students should be able to: 1. state the rules and regulations of computer laboratory 2. observe computer room rules and regulations	1. Laboratory rules and regulations: - arrange chairs and tables in a comfortable manner. - arrange the computers and their peripherals in an orderly manner.	Ensures that students observe the rules and regulations while working in the computer laboratory.	Obey computer room rules and regulations	School computer laboratory	Students to: 1. state computer laboratory rules and regulations. 2. obey rules and regulations in computer laboratory.

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SUB-THEME: BASIC COMPUTER OPERATIONS AND CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Computer ethics IV	Students should be able to: 1. identify ways of taking good care of a computer room/ laboratory.	1. Practical work II 2. Ways of taking good care of a computer room/ laboratory.	Leads students to observe how to take good care of a computer room/laboratory.	Take good care of a computer room/laboratory.	Computer laboratory.	Students to: identify ways of taking good care of a computer room/ laboratory.
10	Definition and meaning of IT in everyday life	Students should be able to: define IT in everyday life.	Definition and meaning of IT in everyday life.	Guides students to: describe IT in everyday life.	Participate in class discussion.	1. Charts and pictures of a: - multimedia computer.	Students to: define IT in everyday life.
11	REVISION						
12	EXAMINATION						

COMPUTER SCIENCE
JS I
THIRD TERM

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Applications of IT in everyday life	Students should be able to: state the uses of IT in daily activities.	1. Use of IT: i. Communication ii. Timing and control.	1. Prepares charts on IT uses in everyday life. 2. Shows video clips of IT uses in everyday life.	Watch video and note how IT influences daily lives of people.	1. Pictures of a: - Television - Video - CD Rom	Students to: state three everyday life uses of IT.
2	Applications of IT in everyday life II	Students should be able to: describe information processing/ management.	Meaning of information processing/ management.	Guides students to identify how information can be processing.	Identify the information processing management.	1. Charts (2) Multimedia computer.	Students to: describe information processing/ management.
3	Applications of IT in everyday life III	Students should be able to: identify the impact of IT in daily activities.	IT and society.	Guides student to: - state uses of IT in everyday life: - identify ways IT has improved their daily living.	Participate in class discussion.	Documentary films.	Students to: identify the impact of IT in daily activities.
4	Practical I	Students should be able to: describe the practical work on IT.	1. Practical work 2. IT	1. Lead students to use IT communication 2. Assesses and give student projects.	1. Recognize IT communication. 2. Carryout a project on influence of IT.	Multimedia presentations.	Students to: describe the practical work on IT.

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THIRD TERM

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Information transmission I	Students should be able to: define information transmission.	Meaning of information transmission.	Brings charts/ pictures of modern tools for transmitting information.	Brings relevant materials to the class: - newspapers - radio - telephone	Charts, drums Whistles or pictures depicting ancient modes of information transmission.	Students to: define information transmission.
6	Information transmission II	Students should be able to: list ancient methods of transmitting information.	Ancient method of transmitting information: - oral - Beating drums - Fire lighting - Town cryer	Demonstrates to students how these tools are used in transmitting information.	1. Use the materials: - listen to radio - make telephone calls.	1GSM, Radio, Television, Computer, etc.	Students to: list three ancient methods of transmitting information.
7	Information transmission III	Students should be able to: name ancient methods of transmitting information.	Ancient method of transmitting information: - whistling - drawing diagrams - making representation.	Guide the students to identify how to use transmitting information.	Read magazines and textbooks - watch television and video.	Pictures/charts of these objects.	Students to: name ancient methods of transmitting information.

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THIRD TERM

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Information transmission IV	Students should be able to: identify modern methods of transmitting information.	1. Modern methods of transmitting information: - prints - telephone - telex - radio - television	Guides students to identify ancient and modern methods of transmitting information.	Classify information by mode of transmission.	Letters, magazines, Newspapers.	Students to: state five modern methods of transmitting information.
9	Information transmission V	Students should be able to: list modern methods of transmitting.	1. Modern methods of transmitting information: - fax - satellite - internet -GSM	Guide the students to identify the uses of modern methods of transmitting information.	1. Use the material: - GSM - satellite - internet	Computer system Television, etc.	Students to: list four modern methods of transmitting information.

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THIRD TERM

SUB-THEME: BASIC KNOWLEDGE OF INFORMATION TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Practical II	Students should be able to: 1. ancient method of transmitting information. 2. identify the modern methods of transmitting information.	1. Drawing diagrams, beating drums and town cryer. 2. Prints satellite and internet.	1. Leads students to draw diagrams of information. 2. Guides the students to beat drums. 3. Demonstrates a town cryer to the students. 4. Guides students to prints some document from the printer. 5. Leads students to cyber café and show the satellite and internet to the students.	1. Listen to the beating of drums and the town cryer in the village. 2. Check notice board by the junction of the village, visit cyber café.	1. Charts/ pictures of these objects Charts I (2) Pictures of printer, satellite and internet.	Students to: 1. identify the ancient method of transmitting information. 2. identify the modern methods of transmitting information and make use of them.
11	REVISION						
12	EXAMINATION						

AGRICULTURAL SCIENCE
JS I
FIRST TERM

SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning and History of Agriculture	Students should be able to: (1) explain the meaning of agriculture. (2) list the stages of agricultural development to date.	Definition of agriculture.	(1) Guides students to explain the meaning of agriculture. (2) Guides students to discuss the history of agriculture.	(1) Participate in class discussion on: -explaining the meaning of agriculture.	Charts and pictures of different tools.	Students to: (1) explain the meaning of agriculture. (2) explain the origin of agriculture from the early man. (3) identify the stages of agricultural development to date.
2	Importance of Agriculture	Students should be able to: state the importance of agriculture.	Importance of agriculture in the society: -source of food -clothing -shelter etc.	Guides class discussion of the importance of agriculture.	1. Participate in class discussion 2. Mention some of the agricultural importance in their local communities 3. Copy the board summary.	Posters showing the importance of agriculture.	Student to: (1) list five importance of agriculture. (2) explain any two

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SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Types of Agriculture	Students should be able to: (1) explain the types of agriculture. (2) state the advantages and disadvantages of subsistence agriculture.	Types of agricultural practices in the localities. -Subsistence -Commercial	Guides class discussion on the types of agricultural practices.	Participates in discussing the types of agriculture.	Pamphlets, handbills and charts showing types of agriculture.	Student to: identify the different types of agriculture practices.
4	Area/forms of agricultural Practices	Students should be able to: state area/forms of agriculture practices.	(1) Area/form of agricultural activities in the communities -Growing crops -Rearing livestock	(1) Guides class discussion on some of the forms of agricultural activities. (2) Gives a board summary.	(1) Participates in class discussion on form of agriculture. (2) Copy the board summary.	Charts of various forms of agricultural activities.	Student to: state two forms of agricultural activities in their locality.

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SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Classes of Crops: crop plant forms i.e. monocot and dicot	Students should be able to: (1) identify crop plant forms. (2) differentiate between monocotyledonous and dicotyledonous plants. (3) draw and label the parts of monocot and dicot plant.	(1) Crop plant forms: -Monocotyledonous e.g. guineas corn, maize. -Dicotyledonous e.g. bean, melon (2) Differences between -Monocotyledonous (a) Fibrous root system etc. (b) One seed leaf -Dicotyledonous plant. (a) Cap root system. (b) Two seed leaf.	(1) Guides discussion on various plant forms. (2) Displays samples of crops from each of the classes for student, to see.	(1) Sorts crops into various classes. (2) Differentiates between the monocotyledonous and dicotyledonous plants.	Specimen of monocotyledonous and dicotyledonous seeds.	Students to: (1) list two crop plant forms. (2) mention three differences between monocotyledonous and dicotyledonous plants.

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SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Classes of crop contd. According to life span	Student should be able to: classify crops according to life span.	(1) Classification of crops based on: -life span: animal, maize, yam etc. -perennial crops -biennial crops.	Provides students with different types of crops and ask them to classify based on life span.	Classify crops according to: -life span.	Chart on crops with long span and short span.	Students to: classify the displayed crops based on the life span.
7	Classes of crops contd. According to uses I	Students should be able to: classify crops according to products (uses) and types.	Types of crops -Food e.g. (1) Cereals (2) Tubers (3) Pulses (4) Fruits and (5) Vegetables etc.	Provides students with different types of crops and ask them to classify based on forms, life span types etc.	(1) Classify crops according to types. (2) Copy the board summary.	Crop sample pictures and charts depicting the different types of crops.	Students to: Classify crops according to uses.
8	Classes of crops according to uses contd. II	Students should be able to: (1) state various uses of crops (2) classify crops according to uses.	Classification of crops based on uses -Oil crops -Spices -Latex	(1) Guides discussion on types of crops (2) Display samples of crop according to their nutrition.	(1) Sort various types of crops (2) Classify the crop food and their sources .	Crop chart and pictures.	Students to: (1) state three types of crops. (2) classify the following crops: maize, beans, soya-beans , cassava etc.

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SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Classes of crops according to the uses contd. III	Students should be able to: (1) state various uses of crop. (2) classify crops according to uses.	(1) Classification of crops based on uses. -Beverages -Fiber crops -Sources of carbohydrates protein, fat and oil, mineral vitamins etc.	Give a board summary.	Copy board summary.	Crop chart and picture.	Students to: state three sources of carbohydrates.
10	Uses of crops	Students should be able to: state the various uses of crops.	(1) Uses of crops -Cotton for clothes -Cocoa for beverage -Kolanut for drinks	(1) Guide discussion on uses of crops as finished products. (2) Display some home use product from agricultural sources e.g. beverages, tin fish, tin tomatoes etc.	Picture of agricultural products.	Crop chart and picture.	Students to: state two products gotten from cotton.
11	REVISION						
12	EXAMINATION						

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JS I
SECOND TERM

SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning of Farm Animal	Students should be able to: explain the meaning of farm animals.	Definition of farm animals.	Guides students on discussion and meaning of farm animals.	Discuss the meaning of farm animals.	Pictures of various farm animals.	Students to: explain the meaning of farm animal.
2	Types of Farm Animals	Students should be able to: (1) list the types of farm animals. (2) explain the duties of different farm animals.	(1) Types of farm animals: -work animals -diary animals -guard animals -poultry -aquatic animals -pets etc.	Guides students in observing and identifying farm animals.	Observes and identify various forms of farm animals based on their district features.	Picture of ruminant and non-ruminant digestive system.	Students to: (1) list five types of farm animal. (2) draw and label the digestive system.
3	Classes of farm Animal I	Students should be able to: state the classes of farm animals.	Classification of farm animals based on: (a) size: -large animals -small animals (b) habitat: -aquatic -terrestrial.	Displays charts showing external feature of some farm animals.	Familiarizes self with some classes of farm animals by studying the charts and picture.	Charts and picture of various farm animals.	Students to: (1) state the classes of farm animals. (2) list two differences between ruminant and non-ruminant.

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SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Classes of farm animals II	Students should be able to: list ruminant animals.	Classification of farm animals based on: (a) mammals and non-mammals (b) stomach types -ruminant and non-ruminant animals	(1) Displays chart showing different picture of mammals and Non-mammals (2) Gives a board summary.	Discuss how mammals and non-mammals give birth to their young ones.	Charts and picture of different types of stomach.	Students to: (1) list three types of ruminant and the types of non-ruminant animals. (2) explain each of them.
5	Uses of farm animals	Students should be able to: (1) state the uses of farm animals.	Uses of farm animals -Food -Work -Sports and guard -Source of hides and skin -Source of Manuel.	(1) Explains the various uses of farm animals. (2) Gives a board summary.	(1) Discusses the uses of farm animals. (2) Copy the board summary.	(1) Picture and charts of various specimen of the farm animals like bull, goat, dog, turkey, fish.	Students to: match farm animals with their uses.
6	Meaning of weeds and common farm weeds	Students should be able to: (1) define the term weed. (2) identify common weeds and botanical names.	(1) Definition of the term weed. (2) State common farm weeds.	(1) Leads students in discussion on the meaning of weeds.	Discuss the meaning of farm weeds.	Chart and picture of common farm weeds.	Student to: (1) explain the meaning of weed. (2) list four common farm weeds.

AGRICULTURAL SCIENCE
JS I
SECOND TERM

SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Characteristics of weeds	Students should be able to: list the characteristics of weeds.	(1) Characteristics of weeds. (a) Easily dispersed (b) Long Dormancy.	(1) Demonstrates the means of weed disposal. (2) Give a board summary.	(1) Study picture and charts to familiarize self with the different characteristics of weeds.	(1) Weeds specimen (2) Weeds album	Students to: mention two characteristics of weeds.
8	Uses of Weeds	Students should be able to: indicate the uses of weeds.	(1) Uses of weeds (a) Medicinal (b) Food (c) Feed etc.	Displays picture and charts on uses of weeds.	Practice various ways weeds can be used in our locality	(1) Weeds specimen (2) Weeds album	Students to: state three uses of weeds
9	Methods of weed control	Students should be able to: briefly discuss method of weed control.	(1) Methods of weeds control (a) Rotation of crops (b) Herbicides etc.	Highlights the methods of weed control.	Practice control on the school farm	Herbicides	Students to: state two weed control methods
10	Effects of weed control method	Students should be able to: state the effect of weed control methods on vegetation and soil.	(1) Effects of weed control methods on vegetations and soil. (a) Pollution of soil and group water. (b) Contamination of livestock, pasture, etc	Highlights effect of weed on crops on the vegetation and soil.	Study pictures and charts to familiarize self with effects of weed.	Charts and pictures of effects of weeds.	Students to state three effects of weed on crops.
11	REVISION						
12	EXAMINATION						

AGRICULTURAL SCIENCE
JS I
THIRD TERM

SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
1	Classification Of Insect Pest I	Students should be able to: (1) classify insect pests according to mouth parts. (2) list the piercing and sucking insect pests. (3) explain the nature of drainage done by crop plant pests.	Classification of insect pests based on mouth parts: -piercing and sucking insects.	Displays specimen of insect pests.	Study picture and charts to familiarize self with local crop plant pest.	Charts and picture of the pests in the locality.	Students to: (1) mention the three classes of crop pests. (2) list two piercing and sucking insect pests.
2	Classification of Insect Pests II	Students should be able to: (1) state the biting and chewing insect pests. (2) explain the nature of damage done by the crop plant pests.	(1) Classification of insect pests based on mouth parts. (2) Biting and chewing insect pest.	Displays pictures and charts of crop pest of the locality	Bring insect pests and make insect box.	Specimen of insect pest, formalin, Kerosine (for preservation) insect box etc.	Students to: (1) state three biting and chewing insect pest. (2) list two nature of damages done to crop by biting and chewing insect pests

AGRICULTURAL SCIENCE
J.S.S. ONE
THIRD TERM

SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
3	Classification of Insect Pests III	Students should be able to: (1) state the boring insect pests. (2) explain the nature of damage done by the boring insect pests.	Classification of insect pests based on mouth parts: -boring insect pests.	Gives a board summary.	Copy the board summary.	Charts and pictures of insect pests.	Students to: (1) mention two boring insect pests. (2) state two nature of damage done to crops by boring insect pests.
4	Classification of Insect Pest IV	Students should be able to: (1) state other pests (2) crops affected by the pests. (3) preservation and control measures of these pests.	Important field and storage pests of crops.	Displays specimen of insect pests control.	Study pictures and charts to familiarize self with pests control.	Traps	Students to: (1) name two insect pests. (2) state five crops affected (3) list three other pests and how they can be controlled.
5	Factors of agricultural production I	Students should be able to: (1) list the factors of production. (2) explain land.	Factors of productions: -land -labour -water -money -management	States the factors of production.	Pick one factor of production and write a short note on it.	Flow chart of production processed.	Students to: mention four basic factors of production.

AGRICULTURAL SCIENCE
JS I
THIRD TERM

SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Factors of agricultural production (contd.) II	Students should be able to: (1) explain the term labour. (2) state the importance of labour.	Factors of production -labour.	Guides class discussion: - labour as a factor of production.	Participates in class discussion on labour as a factor of production.	Charts of production processes.	Students to: (1) explain the meaning of labour. (2) state two importance of labour.
7	Factors of agricultural production (contd.) III	Students should be able to: (1) explain water. (2) list the importance of water to man.	Factor of production -water	Guide class discussion on water as a factor of agricultural production.	Copy the board summary.	Charts of production processes.	Students to: (1) explain water. (2) mention three importance of water the man.
8	Factors of agricultural production (contd.) IV	Students should be able to: (1) define money. (2) list the importance of money.	Factors of agricultural production. -Money or capital.	Displays money denominations for students to see.	Discuss the uses of money.	Charts and picture of various currencies.	Students to: (1) explain money (2) list three uses of money

AGRICULTURAL SCIENCE
JS I
THIRD TERM

SUB-THEME: CONCEPT AND MEDIUM OF AGRICULTURAL PRODUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9 & 10	Factors of agricultural production (contd.) V	Students should be able to: (1) define the term-management or entrepreneur. (2) state the types of management. (3) list the functions of management.	Factors of agricultural production. -Management.	Gives a board summary.	Copy the board summary.	Charts and picture of various currencies.	Students to: (1) explain the term-management. (2) state three functions of management.
11	REVISION						
12	EXAMINATION						

**HOME ECONOMICS
JS I
FIRST TERM**

**SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING
& TEXTILE FOOD & FOOD AND NUTRITION**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to Home Economics	Students should be able to: (1) explain the meaning of Home Economics. (2) enumerate the different areas of Home Economics.	(1) Meaning of home economics. (2) Areas of Home economics.	(1) Explain the meaning of Home Economics. (2) Guide class discussion on areas of Home Economics.	(1) Participate in class discussion. (2) Ask and answer questions. (3) Copy board summary.	Charts on the meaning and areas of home economics.	Student to: (1) explain the meaning of Home Economics. (2) list four areas of Home-Economics.
2.	Home Economic and National Development	Students should be able to: (1) enumerate career opportunities in Home Economics. (2) state career requirement in Home Economics. (3) state the importance of home economics to individual family and nation.	(1) Home Economics career opportunities. (2) Career requirement. (3) Importance of home-economics to individual family and nation.	Guides the discussion on career requirement and importance of Home-Economics.	(1) Take part in class discussion. (2) Participate in career talk.	Pie charts illustrating career in Home Economics	Students to: (1) state five career opportunities in Home Economics. (2) list three career requirement for any Home Economic career. (3) give three importance of Home Economics each to: i. individual ii. family iii. nation

HOME ECONOMICS

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FIRST TERM

SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Good grooming	Students should be able to (1) identify the parts of the body that require grooming. (2) describe ways of caring for the body.	(1) Parts and functions of the body parts. (2) Care of the body.	(1) Identify the parts of the body that needs grooming. (2) Demonstrate how to care for the body.	Participate in class discussion on good grooming	Posters and manicure/pedicure kits, bathing items e.g. soap, towel, sponge etc.	Students to: (1) list five parts of the body that needs grooming. (2) describe two ways to care for the body.
4	Puberty	Students should be able to: (1) explain the meaning of puberty. (2) describe the signs of puberty in boys and girls.	(1) Meaning of puberty. (2) Signs of puberty in boys and girls.	(1) Explain the meaning of puberty. (2) Explain the different signs of puberty in boys and girls. (3) Gives board summary.	(1) Participate in class discussion. (2) Ask and answer questions. (3) Copy board summary.	Charts and pictures on puberty.	Students to: (1) explain the meaning of puberty. (2) state two signs of puberty in boys and girls.
5	Adolescence	Students should be able to: explain the meaning of Adolescence.	(1) Meaning of Adolescence. (2) Needs and challenges of the adolescence.	(1) Explain the meaning of adolescence. (2) State and Identify the needs of the adolescence.	(1) Participate in class discussion (2) Copy board summary	Chart and pictures of adolescence	Students to: (1) explain the meaning of adolescence. (2) describe two need and challenges of the adolescence.

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SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Simply sewing tools and equipment	Students should be able to: (1) list the different groups of sewing tools and equipment. (2) describe the use of each sewing tools and equipment. (3) state the guidelines for choosing sewing tools and equipment.	(1) Tools and equipment for sewing. (2) Uses of sewing tools. (3) Guideline for choosing sewing tools and equipment.	(1) Explain the different classes and uses of sewing tools and equipment. (2) Discuss the guidelines for choosing sewing tools and equipment.	(1) Participate in class discussion. (2) Copy note from chalk board.	Sewing tools e.g. needle, long ruler, T-square tracing paper etc.	Students to: (1) classify tools and equipment. (2) list two tools from each group and (3) state their uses (4) state four guidelines for choosing tools and equipment.
7	Sewing processes I	Students should be able to: (1) explain the meaning of stitches. (2) classify stitches into temporary, permeated decorative (3) uses of Stitches.	(1) Meaning of stitches (2) Classification of stitches. (3) Uses of stitches	(1) Explain the meaning, classes and uses of stitches. (2) Guide discussion on topic content.	Participate in class discussion on stitches.	Charts on basic stitches.	Students to: (1) define a stitch (2) state two classes of stitches. (3) state two uses of stitches.

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**SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING
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WK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Sewing processes II	Students should be able to: Make specimen of different types of stitches.	Making of basic stitches	Demonstrate the process of making stitches	(1) Participate in the making of stitches (2) Display specimen	Sewing tools e.g. piece of fabrics sewing thread needles etc.	Students to: make three different stitches and display them.
9	Healthy feeding and eating practices I	Students should be able to: (1) mention healthy feeding and eating practices. (2) state the effect of healthy feeding practices.	(1) Healthy feeding practices e.g. i. eat adequate diet ii. Use food in season (2) Healthy habit e.g. chewing food properly.	(1) Discusses healthy feeding and eating practices. (2) Demonstrate good feeding and eating practices.	(1) Participate in class discussion. (2) Discuss effects of i. talking while eating ii. talk too much.	Charts of person suffering from the effect of eating too much.	Students to: (1) mention two healthy feeding practices. (2) list two healthy eating habit.

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FIRST TERM

SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Healthy feeding and eating practices II	Students should be able to: (1) identify food additive and harmful substances that should not be taken into the body. (2) state the effect of harmful substances in the body.	(1) Food additives, uses, misuses and detection. (2) Food contamination (3) Harmful substances that should not be consumed e.g. spoilt fruit under cooked food, banned additives etc.	(1) Explain food additives and contaminants. (2) Display diagrams of harmful foods. (3) Describes harmful substances that should not be taken into the body. (4) Gives a board summary.	(1) Dramatize the effect of harmful substances to the body. (2) Display and identify diagram of harmful substances. (3) Copy board summary.	Charts and posters showing substances that are harmful to the body.	Students to: (1) mention three substances that are harmful to the body. (2) state two effect of harmful substances to the body.
11	REVISION						
12	EXAMINATION						

HOME ECONOMICS
JS I
SECOND TERM

**SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING
& TEXTILE FOOD & FOOD AND NUTRITION**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Sexually Transmitted Infection (STIs)	Students should be able to: (1) explain the meaning, causes of (STIs) sexually transmitted infections. (2) describe the signs and prevention of STIs.	(1) Sexually transmitted infections. (2) Causes. (3) Signs and prevention.	(1) Explain the meaning, Causes, Signs and prevention of STIs. (2) Leads students on the discussion of issues explained. (3) Gives a board summary.	(1) Participate in class discussion. (2) Copy board summary.	Charts on people infected with sexually transmitted infections.	Students to: (1) state these causes of STIs. (2) describe two signs of STIs.
2.	HIV/AIDS	Students should be able to: (1) explain the meaning of HIV/AIDS. (2) explain causes and signs of HIV/AIDS. (3) discuss prevention of HIV/AIDS.	(1) HIV/AIDS. (2) Causes and signs of HIV/AIDS. (3) Prevention of HIV/AIDS.	(1) Lead students discussion on the issues explained about HIV/AIDS. (2) Gives a board summary.	(1) Participate in class discussion. (2) Ask and answer question. (3) Copy board summary.	Charts on people infected with HIV/AIDS.	Students to: 1. state two signs of HIV/AIDS. (2) state two causes of HIV/AIDS. (3) describe two ways of preventing HIV/AIDS.

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SECOND TERM

**SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING
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WK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Drug Abuse	Students should be able to: (1) explain the meaning of drug abuse. (2) effect of drug abuse on human being. (3) prevention of drug abuse .	(1) Meaning of drug abuse. (2) Effect of drug abuse in the body. (3) Preventing drug abuse.	(1) Discusses drug abuse and its effect on the human body. (2) Effect of drug abuse in the body. (3) Preventing drug abuse.	(1) Participate in class discussion. (2) Ask and answer questions.	Picture of a drunkard and a drug abuser.	Students to (1) explain the meaning of drug abuse. (2) state three effect of drug abuse. (3) state two ways of preventing drug abuse.
4	Human Right	Students should be able to: (1) explain the meaning of human rights. (2) enumerate the fundamental human rights. (3) enumerate the rights of a child.	(1) Meaning of human rights. (2) Fundamental human rights. (3) Rights of the child.	(1) Explain the meaning of human rights fundamental human rights, and rights of a child. (2) Leads students to discuss issues explained. (3) Gives a board summary.	(1) Participate in class discussion. (2) Ask and answer questions. (3) Copy board summary.	Charts and pictures on Human rights.	Students to: (1) explain the meaning of human rights. (2) state three fundamental human rights. (3) list three rights of the child.

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SECOND TERM

SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Family Needs, goals and standards I	Students should be able to: (1) explain family needs. (2) list family needs. (3) explain family resources.	(1) Meaning of family needs. (2) List family needs. (3) Family resources and types.	(1) Explain the meaning of family needs and resources. (2) Discusses the types of resources and gives example of family needs.	(1) Students participate actively. (2) Students Ask and answer questions.	Charts on family needs and resources	Students to: (1) explain the meaning of family needs and resources. (2) list three family needs. (3) list three family resources.
6	Family needs, goals and standard II	Students should be able to: (1) explain the meaning of family goals and standards (2) discuss the relationship among needs, goals and standards. (3) state the ways family needs, goals and standard help in family resource management.	(1) Meaning of family goals and standard. (2) Relationship among family needs, goals and standards (3) Uses of family needs, goals and standard in resource management.	1. Leads class discussion on family needs, goals and standard. (2) Gives students assignment (3) Gives board summary.	(1) Participate in the discussion. (2) Give example of individual goals and standards. (3) Copy board summary.	Charts on family need, goals and standard.	Students to: (1) explain family goals and standards. (2) differentiate among family needs, goals and standard. (3) enumerate five family goals. (4) state the ways family needs, goals and standard help in resources management.

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SECOND TERM

SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Production of clothing and house hold Articles/crafts I	Students should be able to: (1) list house hold articles. (2) state uses of household articles/craft. (3) discuss how to produce simple articles like apron, cap, workbag etc.	(1) List and explain simple relevant household articles and craft. (2) Uses of household articles/craft. (3) Tools, equipment and materials for making simple household articles/crafts.	(1) List the simple house hold articles and craft. (2) Discuss the uses of household articles/craft. (3) Gives a board summary.	(1) List household articles. (2) Ask and answer questions. (3) Copy the board summary.	Charts on household articles/crafts.	Students to: (1) list five simple household articles/crafts. (2) uses of household articulated crafts. (3) list three tools in making household articles/crafts.
8	Production of clothing and Household Articles/crafts II	Students should be able to: (1) state how to produce a household article/crafts. (2) make a simple household craft for sale.	Construction of simple relevant articles e.g. apron, cap, needle work bag, lead rest, table mat, puffs etc.	(1) Demonstrate how to make any of the chosen items improvised where necessary. (2) Demonstrate how to make some income yielding articles. Improvise where necessary. (3) Display/exhibits product for sale (4) Gives a board summary.	(1) Practice the making of household articles/craft. (2) Display/exhibit produced articles. (3) Copy board summary.	(1) Finished apron, cap tray cloth and needle work bag, handkerchief, some readymade craft. (2) Pieces of calico/baft, cloth, thread needle, sewing kit.	Student to: make and display the articles and crafts constructed.

**HOME ECONOMICS
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SECOND TERM**

**SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING
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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Production of clothing and house hold articles/crafts III	Students should be able to: 1. produce an income yielding craft e.g. Tie/dye and batik fabric.	Production of income yielding craft e.g. Tie/dye and batik fabric.	Demonstrate how to make Tie/dye and batik fabric.	Practice the steps and procedure in making tie/dye and batik fabric.	Pieces of calico/baft fabric thread, colours, dye caustic soda, wax etc.	Students to: Make and display the crafts produced.
10	Production of clothing and household articles/craft IV	Students should be able to: 1. display/exhibit products for sale.	Exhibition of produced items e.g. table mat, apron, bibs needlework bags, head-rest etc.	Display exhibits produced item for sale.	Display/exhibit produced items for sale.	Household items produced for the term.	Students to: display/exhibit produced items.
11	REVISION						
12	EXAMINATION						

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THIRD TERM

SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Healthy feeding and eating practices	Students should be able to: (1) state the effect of unhealthy eating habits. (2) state the effect of unhealthy feeding practices.	(1) Effect of unhealthy feeding habits. (2) Effect of unhealthy eating habits.	(1) Discusses the danger of not washing hands before and after eating. (2) Effects of unhealthy feeding habit e.g. kwashiorkor etc (3) Give board summary.	(1) Participate in class discussion. (2) Discusses effect of i. Talking while eating ii. drinking while eating etc. (3) Copy board summary.	Charts showing effect of unhealthy feeding practice and unhealthy eating habits.	Students to: (1) mention two effect of unhealthy eating habits. (2) list two effect of unhealthy eating habits.
2.	Production of cleaning agents I	Students should be able to: (1) state the meaning of cleaning agents. (2) enumerate the types of cleaning agents.	(1) Cleaning agents. (2) Types of cleaning agent.	Discusses the meaning and types of homemade polish and cleaning agents.	Participate and explain the sample of home-made polish and cleaning agents.	Charts showing different cleaning agents.	Students to: (1) explain the meaning of cleaning agents. (2) state two types of cleaning agents.
3	Production of cleaning agents II	Students should be able to: (1) state the uses of cleaning. (2) describe the procedure for making cleaning agents.	(1) Uses of cleaning agents. (2) Procedure for making cleaning agents.	Explain steps in the production of homemade polish and cleaning agents.	(1) List and discusses the steps in the production of home-made polish and cleaning agent. (2) Copy the board summary.	Charts showing different stages in preparing home-made polish, and cleaning agent.	Students to: list the steps involved in the making of cleaning agent and home-made future polish.

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THIRD TERM

SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Production of cleaning agents III	Students should be able to: prepare home-made polish and different cleaning agents.	Preparation of home-made cleaning agents.	Prepare different sample of home-made future polish and cleaning agents.	Practice the making of cleaning agents.	Charts showing different stages of preparing home-made polish and cleaning agents.	Students to: give two examples of home-made cleaning agents.
5	Production of cosmetics and deodorant I	Students should be able to: (1) explain the meaning of cosmetics and deodorants. (2) enumerate types of cosmetics and deodorants.	Meaning of: (1) Cosmetics and deodorants. (2) Types of cosmetics deodorants.	(1) Discusses the meaning and types of deodorants. (2) Gives a board summary.	(1) Participate in class discussion. (2) Ask and answer question. (3) Copy board summary.	Charts showing different types of cosmetics and deodorants.	Students to: (1) explain the meaning of cosmetics./deodorant (2) list the different types of cosmetics and deodorants.

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SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Production of cosmetics and deodorant II	Students should be able to: (1) state the uses of cosmetics deodorants. (2) materials and tools for making cosmetics e.g. pomade, cream etc.	(1) Uses of cosmetics. (2) Tools and material for making cosmetics.	(1) List material for making pomade. (2) Discusses the uses of cosmetics. (3) Gives a board summary.	(1) Participate actively in the discussion. (2) Copy board summary.	1. Kerosene, turpentine, candle wax bar soap, palm oil, paw-paw and pineapple leaves, fire and, grater, detergent, sauce pan, ground egg shell, wood ash, lime, salt and water etc. 2. Wooden furniture e.g. table, chair cupboard, shelves etc. 3. Galvanized iron e.g. Becket etc.	Students to: (1) state two uses of cosmetics. (2) list three tools and material for make pomade.
7	Production of cosmetics and deodorant III	Students should be able to: make cosmetics e.g. pomade, cream and cosmetics	Procedure for making cream/pomade, deodorants and cosmetics	(1) Explain steps in making pomade and cream. (2) Display actual product, material and tools for making pomade/cream and deodorant (3) Gives a board summary	(1) Practice made of pomade/cream and deodorants (2) Copy the board summary	Real object of prepared cream/pomade and deodorants	Students to: make and display pomade/cream and deodorants

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SUB THEME: FAMILY LIVING AND RESOURCE MANAGEMENT/CLOTHING & TEXTILE FOOD & FOOD AND NUTRITION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Production of cleaning agents, deodorant and cosmetics I	Students should be able to: discuss safety, quality and regulatory control of cosmetics in Nigeria.	Regulatory control of safely, quality of cosmetic product in Nigeria.	(1) Discusses the safety, quality and regulatory control of cosmetics in Nigeria. (2) Gives a board summary.	(1) Listen attentively. (2) Ask and answer questions. (3) Copy board summary.	Charts of regulatory bodies in control of cosmetics on Nigeria.	Students to: state two reason for the safety control of cosmetics products in Nigeria.
9	Production of cleaning agents, deodorants and cosmetic II	Students should be able to: discuss the role of NAFDAC in regulating cosmetic product in Nigeria.	Role of NAFDAC in the cosmetic industry in Nigeria.	(1) Discusses the role of regulating bodies e.g. NAFDAC in the cosmetic industry in Nigeria. (2) Gives a board summary.	(1) Participate in class discussion. (2) Copy the board summary.	Charts on the role of NAFDAC safe guarding quality in Nigeria cosmetic industry.	Students to: (1) list three roles of NAFDAC in cosmetic industry in Nigeria.
10	Production of cleaning agents, deodorants and cosmetic III	Students should be able to: discuss the role of SON in controlling quality of cosmetic product in Nigeria.	Role of SON in the cosmetic industry in Nigeria.	(1) Discusses the aim and objectives of SON to the Nigeria cosmetic industry. (2) Gives board summary.	(1) Participate in class discussion. (2) Copy the board summary.	Charts on regulatory bodies in Nigeria cosmetic industry.	Students to: list three roles of SON in cosmetic industry in Nigeria.
11	REVISION						
12	EXAMINATION						

BUSINESS STUDIES
JS I
FIRST TERM

THEME: OVERVIEW OF BUSINESS STUDIES

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to Business Studies	Students should be able to: (1) explain the meaning of business studies. (2) state the importance of Business studies. (3) identify the components of Business studies. (4) List career opportunities in business studies.	(1) Business studies: (i) Meaning (ii) Importance (iii) Components: - commerce - office practice - book-keeping - typing - shorthand (iv) Career opportunities.	(1) Explain the meaning of business studies (2) Leads students to identify the components of business studies. (3) Guides discussion on the importance of and career opportunities in business studies.	(1) State the meaning of business studies. (2) Participate in class discussion on the importance of business studies. (3) Participate in listing the career opportunities in Business studies.	(1) Chart (2) Diagrams of various business organization.	Students to: (1) give the meaning of business studies. (2) state the importance of business studies (3) identify the components of business studies. (4) write the career opportunities in business studies.
THEME: EFFECTIVE OFFICE PRACTICE							
2	The Office	Students should be able to: (1) define an office. (2) differentiate between the two types of offices. (3) mention the functions of an office. (4) list two offices in the school.	An office (i) meaning (ii) Types - Small - Large (iii) Functions (iv) The different offices in an organization.	(1) Discussion on the meaning of an office. (2) Discussion on types of office. (3) Explains the functions of an office. (4) Takes students to visit different offices in their school.	(1) Participate in the discussion on: - the meaning of an office - types. (2) List some functions of an office on the chalkboard. (3) Mention the offices in the school.	Charts and diagrams of offices.	Students to: (1) define an office (2) differentiate between the two types of office (3) mention the functions of an office. (4) list two offices in their school

BUSINESS STUDIES
JS I
FIRST TERM

THEME: EFFECTIVE OFFICE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Office Staff	Students should be able to: (1) describe a clerical staffs the functions of a clerical staff. (3) explain the qualities of a clerical staff. (4) state ways of keeping office information confidential.	(1) Clerical staff - Meaning - Functions - qualities (2) Confidentiality of office information.	(1) Explains the meaning of clerical staff. (2) Guides discussion on: - functions of clerical staff. - qualities of a clerical staff. (3) Explains the need for keeping information confidential in the office.	(1) Describe a clerical staff. (2) Participate in class discussion to identify functions of a clerical staff. (3) note the effects of not keeping information.	Chart and diagram of a clerical staff.	Students to: (1) describe a clerical staff. (2) state the functions of a clerical staff (3) explain the qualities of a clerical staff.

BUSINESS STUDIES
JS I
FIRST TERM

THEME: EFFECTIVE OFFICE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Right Attitude to Work	Students should be able to: (1) explain the concept of punctuality and regularity. (2) demonstrate how punctuality and regularity results in high performance. (3) explain consequences of not being punctual and regular. (4) link punctuality with reward and irregularity with punishment.	(1) Punctuality and regularity: (i) meaning (ii) attributes - commitment - interest - promptness - consistency - reward - sanction (2) Devotion to duty - meaning - effects on productivity and development.	(1) Guides discussion on: - punctuality and regularity. - punctuality and regularity in high performance - reward and sanctions (3) Guides students on the meaning of devotion to duty (4) Explains the effects on productivity and development.	(1) Participate in the discussion on punctuality and regularity. (2) Mention the effects of punctuality and regularity on performance and productivity. (3) Discuss the reward and link between punctuality and regularity. (4) Discuss sanctions for not being punctual and regular.	(1) Relevant books and publication. (2) Charts (3) Radio program.	Students to: (1) explain punctuality and regularity. (2) list ways of ensuring punctuality and regularity. (3) explain the meaning of devotion to duty.
5	Departments in an Organization	(1) mention the departments in an organization (2) list the functions of each department	Various department in an organization - Administrative - purchasing - accounting, sales - personnel -planning, transport (2) Functions of the various departments.	(1) Guides discussion in various departments in an organization. (2) Explains their functions. (3) Write notes on the chalkboard.	(1) Participate in guided discussion. (2) Copy notes from the chalkboard.	(1) Chart (2) Diagram of department in an organization.	Students to: (1) mention four departments in an organization (2) list two functions of each of the department.

BUSINESS STUDIES
JS I
FIRST TERM

THEME: EFFECTIVE OFFICE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Introduction to Commerce I	Students should be able to: (1) define commerce. (2) list the importance of commerce.	Commerce: - meaning - importance.	(1) Explains commerce. (2) Explains the importance of commerce.	(1) Give definition of commerce. (2) Mention the importance of commerce.	Chart	Students to: (1) define commerce. (2) explain the importance of commerce. (3) list three activities which aid commerce.
7	Introduction to Commerce II	Students should be able to: (1) list the activities which aid commerce.	Activities which aid commerce - transport - bank - insurance - communication - warehousing	(1) Leads discussion on different aids to commerce. (2) explains the importance of these aids to commercial activities.	(1) Define trade (2) Explain the different aids to trade which constitute commercial activities.	Diagrams of (1) Bank (2) Transport system. (3) traders (4) Communication system.	Students to list three activities which aid commerce.

BUSINESS STUDIES
JS I
FIRST TERM

THEME: EFFECTIVE OFFICE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Division of Commerce	Students should be able to: (1) classify commerce (2) differentiate between - home and - foreign trade. (3) explain import and export trade. (4) list products involved in home trade. (5) list products involved in foreign trade.	(1) Commerce: Division of trade - Home - foreign Types (i) Home trade - Wholesale - retail (ii) Foreign trade - import - export	(1) Explains the division of commerce. (2) draws a diagram showing division of commerce. (3) leads students to mention products involved in home and foreign trade.	(1) State the division of commerce. (2) Draw a diagram showing division of commerce in their notebook. (3) Copy notes from the chalkboard into their note book.	(1) Charts showing diagram of commerce. (2) Photograph of train, shop, lorry, airplane and warehouse.	(1) draw a diagram to show the divisions of commerce. (2) state differences between home and foreign trade. (3) list products involved in home trade and foreign trade.
9	REVISION						
10	EXAMINATION						

BUSINESS STUDIES
JS I
SECOND TERM

THEME: THE HEART OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of last terms question paper	Students should be able to: master the first terms questions.	Questions asked during the first term's examination.	Leads discussion on the questions.	Answer questions.	(1) Question paper (2) chalk (3) chalkboard	Students to: answer questions from the question paper.
2	Production	Students should be able to: (1) define production. (2) explain types of production. (3) state the effects of production on environment and society.	(1) Production - meaning - types (a) industry - extractive - manufacturing - constructive (b) commerce - trade (c) services (2) effects of production on the environment and society.	(1) Illustrates on chart types of production (2) leads discussion on the effects of production on the environment and society	(1) Identify types of production with examples (2) mention the hazards of production on environment and society / environmental pollution	(1) Charts showing types of production	Students to: (1) define production (2) identify types of production (3) state effects of production on the environment
3	Factors of production	Students should be able to: (1) list the factors of production. (2) state the features of each factor of production.	1) Factors of production - land - labour - capital - entrepreneur (2) Rewards	(1) Leads discussion on factors of production giving examples. (2) Discuss the reward for each.	(1) Mention the factors of production. (2) Copy notes on factors of production.	(1) Charts showing factors of production.	Students to: (1) mention the factors of production (2) state the features of each factor of production.

BUSINESS STUDIES
JS I
SECOND TERM

THEME: COMMERCE – THE HEART OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Types of occupation	Students should be able to: (1) define occupation. (2) explain the different types of occupation. (3) list factors which affect occupation. (4) differentiate between direct and indirect services.	Occupation (i) Meaning (ii) Division - primary - industrial - commercial - service (iii) Factors which affect occupation. (iv) Difference between direct and indirect services.	(1) Explain occupation. (2) Gives different categories of occupation. (3) Draws a diagram on the chalkboard to illustrate divisions of occupation. (4) Lists factors which affect choice of occupation. (5) Gives the students a note on the chalkboard to copy.	(1) Enumerate different occupations. (2) State reasons for the choice of occupation. (3) Copy the diagram and notes in their notebooks.	Charts showing the different divisions of occupation.	Student to: (1) define occupation. (2) mention types of occupation (3) list factors of occupation. (4) differentiate between direct and indirect services giving examples.
5	Honesty in business I	Students should be able to: (1) explain the meaning of truthfulness. (2) state the attributes of truthfulness. (3) outline factors that cause people to lie.	(1) Meaning of truthfulness. (2) Attributes of truthfulness. (3) Factors that cause people to lie.	(1) Asks students to explain truthfulness (2) Asks students to enumerate attributes of truthfulness. Ask student to list consequences of not being truthful.	(1) Explain the meaning of truthfulness. (2) tell true stories that depicts fair play.	(1) Instructional materials e.g. religious publication (2) Books.	Students to (1) explain the meaning of truthfulness. (2) list the attributes of truthfulness.

BUSINESS STUDIES
JS I
SECOND TERM

THEME: COMMERCE – THE HEART OF BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Honesty in business II	Student should be able to: (1) mention the rewards of being truthful. (2) describe the consequence of not being truthful. (3) explain the meaning of fair play.	(1) Rewards for being truthful, (2) Consequences of not being truthful. (3) Meaning of fair play.	(1) Ask students to list the rewards for being truthful. (2) Ask students to explain consequences of not being truthful.	(1) Enumerate rewards for truthfulness. (2) Copy note from the chalkboard into their notes.	(1) Chalk (2) chalkboard (3) Books	Students to: (1) state the rewards for truthfulness. (2) state consequences of not being truthful. (3) give examples of acts of fair play.
7	Forms of business organization I	Students should be able to: (1) explain the features of - sole proprietorship - partnership (2) explain the advantages and disadvantages of each.	Business organization (1) Partnership, its features, advantages and disadvantages. (2) Sole proprietorship its advantages and disadvantages.	(1) Leads discussion on ownership of business organization. (2) Leads discussion on the partnership business.	(1) Mention forms of business organization. (2) Differentiate between sole proprietorship and partnership. (3) State the features of both sole proprietorship and partnership. (4) Mention the advantages and disadvantages of sole proprietorship and partnership.	(1) Chalk (2) Chalkboard (3) Business organizational chart	Students to: (1) list features of sole proprietorship and partnership business. (2) mention the advantages and disadvantages of - sole proprietorship - partnership.

**BUSINESS STUDIES
JS I
SECOND TERM**

THEME: THE HEART OF BUSINESS

SUB-THEME: ENTREPRENEURIAL SKILL

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Forms of business organization II	Students should be able to (1) explain limited liability company. (2) state the advantages and disadvantages of limited liability company.	(1) Limited liability company. (2) Features (3) Advantages and disadvantages.	(1) Leads the discussion on limited liability company. (2) Explains the features and states the advantages and disadvantages of limited liability company.	(1) Define limited liability company. (2) Mention the advantages and disadvantages of limited liability company.	(1) Chalk (2) Chalkboard (3) Organizational chart	Students to: (1) explain limited liability company. (2) list the advantages and disadvantages of limited liability company.
9	Forms of business organization III	Students should be able to: (1) explain cooperative society. (2) mention types of cooperative society. (3) state the advantages and disadvantages of cooperative society.	(1) Cooperative society. (2) Types of cooperative society. (3) Advantages and disadvantages of cooperative society.	(1) Explains cooperative society. (2) Lists types of cooperative society. (3) States the advantages and disadvantages of cooperative society.	(1) Defines cooperative society. (2) State the types. (3) Mention the advantages and disadvantages. (4) Copy notes.	(1) Chalk (2) Chalkboard (3) organizational chart (4) Exercise book	Students to: (1) explain cooperative society. (2) state the types of cooperative society. (3) list the advantages and disadvantages of cooperative society.

BUSINESS STUDIES
JSS ONE
SECOND TERM

THEME: THE HEART OF BUSINESS

SUB-THEME: ENTREPRENEURIAL SKILL

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Consumer and society	Students should be able to: (1) explain who a consumer is (2) explain the meaning of - market - society (3) mention the needs for consumer education.	(1) Meaning of - consumer - market - society (2) Needs for consumer education.	(1) Explains the meaning of consumer, market and society. (2) leads discussion on the need for consumer education with appropriate examples.	(1) Participate in the discussion of consumer, market and society. (2) Identify the need for consumer education. (3) Copy notes	(1) Posters (2) Charts (3) Fliers showing market and society (4) Textbooks (5) Chalk (6) Chalkboard	Students to: (1) who is a consumer? (2) explain the meaning of market and society. (3) list needs for consumer education.
11	REVISION						
12	EXAMINATION						

BUSINESS STUDIES
JS I
THIRD TERM

THEME: BOOK KEEPING AND BUSINESS SUCCESS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Revision of last terms question paper	Students should be able to: master the first terms questions.	Questions asked during the first term's examination	Leads discussion on the questions	Answer questions.	(1) Question paper (2) chalk (3) chalkboard	Students to: answer questions from the question paper.
2	Introduction to book keeping	Students should be able to: (1) state the meaning of book-keeping. (2) explain the importance of book-keeping to business. (3) identify qualities of book-keeper.	(1) Meaning of book-keeping. (2) Importance of book-keeping. (3) Essential qualities of a book-keeper.	(1) Explains the recording of business transaction. (2) Explains the principles of book-keeping. (3) Explains the importance of keeping financial records. (4) State the essential qualities of a book keeper. (5) Writes notes on the chalkboard for students to copy.	(1) Identify financial transaction. (2) Mention the importance of keeping financial records. (3) Participate in the discussion on the qualities of book-keepers. (4) Copy notes with teachers supervision.	(1) Receipts (2) invoice (3) Adding machines (4) Charts (5) Pictures (6) Rulers	Students to: (1) define book-keeping. (2) list the importance of book keeping. (3) outline the qualities of book-keepers.

BUSINESS STUDIES
JS I
THIRD TERM

THEME: THEME: BOOKE KEEPING AND BUSINESS SUCCESS
SUB-THEME: BOOK KEEPING DOCUMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Source documents I	Students should be able to: (1) explain the meaning of source documents. (2) mention the uses of source documents. (3) explain the contents of source documents.	(1) Meaning of source documents (2) Uses of source documents (3) Types (i) Invoices - sales - purchases	(1) Explains the content of each source documents. (2) Lists the uses of source documents. (3) Shows examples of source documents.	(1) Identify different source documents. (2) Explain the uses of invoice.	(1) Source documents (2) Journals (3) Chalk (4) Chalkboard (5) Ruler (6) Exercise books (7) Practice questions	Students to: (1) define source documents. (2) prepare an invoice from a given question.
4	Source documents II	Students should be able to: (1) differentiate between cash and credit transactions. (2) extract information from source documents for book-keeping purposes.	Meaning of: (i) Receipts for payment made; (ii) Cash register tapes. (iii) Credit notes (iv) Debit note (v) Cheques	(1) Demonstrates how to record information into source documents. (2) Explains how to extract information from source documents into books of original entry.	(1) Complete the source documents. (2) Extract information from source document into books of original entry.	(1) Chalk (2) Chalkboard (3) Ruler (4) Exercise books (5) Source documents (6) Practice questions.	Students to (1) list the various source documents and their uses. (2) list two differences between cash and credit transactions. (3) identify the contents of books of original entry.

BUSINESS STUDIES
JS I
THIRD TERM

THEME: THEME: BOOKE KEEPING AND BUSINESS SUCCESS
SUB-THEME: BOOK KEEPING DOCUMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Journals	Students should be able to: (1) explain the meaning of a journal. (2) draw the correct form of a journal. (3) list different types of journals. (4) use source documents for preparation of appropriate books of original entry.	Journal - meaning - types - form of a journal	(1) Shows the students form of a journal. (2) Explains the meaning of a journal. (3) Guides students to discuss the different types of journal. (4) Demonstrates the use of sources of documents for the preparation of appropriate books entry.	(1) Observe a form of journal as shown by the teacher. (2) Draw the correct form of a journal. (3) Participate in class discussion (4) Enter correctly, information from source documents into books of original entry.	(1) Ruler (2) Pencil (3) Specimen of source document	Students to: (1) draw the correct form of a journal. (2) list types of journals. (3) enter correctly information from source documents into books of original entry.

BUSINESS STUDIES
JS I
THIRD TERM

THEME: BOOK-KEEPING APPLICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Double entry book-keeping	Students should be able to: (1) state the meaning of double entry book-keeping. (2) analyse events and transactions using double entry system. (3) match every debit entry with corresponding credit entry. (4) identify accounts to be credited and accounts to be debited. (5) post from journals to ledger (6) classify types account.	(1) Meaning of double entry book-keeping. (2) Meaning of ledger. (3) Classes of ledger (4) Classification of accounts (i) Real (ii) Nominal (iii) Personal (iv) Impersonal (5) Matching every debit entry with corresponding credit entry.	(1) Explains double entry book keeping (2) States the rule for debit and credit entries (3) Illustrates how to debit and credit accounts (4) Explains what a ledger is (5) Explains how to post from a journal to ledger (6) Explains classes of ledger.	(1) participate in the discussion on double entry (2) Practice problems involving debit and credit (3) Practice account opening and post entries (4) Practice posting to ledgers	(1) T. Accounts (2) Journals (3) Ledger accounts (4) Ruler (5) Chalk (6) Chalkboard. (7) Sample business transaction.	Students to: (1) define double entry (2) define credit and debit. (3) list three accounts with debit and credit balances. (4) prepare ledger accounts. (5) explain: - real - nominal - personal - impersonal accounts.

BUSINESS STUDIES
JS I
THIRD TERM

THEME: BOOK-KEEPING APPLICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Introduction to shorthand	Students should be able to: (1) define shorthand. (2) trace the history of short hand. (3) explain the importance of shorthand in the business world. (4) identify the major shorthand systems.	Shorthand (i) Meaning (ii) Historical development (iii) Systems	(1) Defines shorthand. (2) States the historical development of shorthand systems and their inventions. (3) Explains the importance of shorthand in the world of business. (4) Writes out a short chalkboard summary.	(1) Define shorthand. (2) Trace the history of shorthand. (3) Write down short note on definition, history, systems and invention.	(1) A short chalkboard summary for students to copy.	Students to: (1) define shorthand. (2) name the inventor of pitman shorthand. (3) mention the year of invention of pitman shorthand. (4) mention two major shorthand systems.
8	Pitman shorthand consonants	Students should be able to: (1) define consonants. (2) distinguish between light and heavy strokes. (3) write possible consonants joining.	Consonants (i) Meaning (ii) Basic shorthand principles. (iii) the first six groups. (iv) Joining of consonants.	(1) Rules the sets of horizontal and vertical lines on the chalkboard and writes. (a) First group of consonants with their shorthand representatives – p, b, t, d, ch and j. (2) Explains basic shorthand principles.	(1) Write the words and their shorthand outlines in pencil. (2) Distinguish the light from heavy strokes.	(1) Chart showing distinctive outlines for the first group of consonants. (2) Chalkboard rules for position writing.	Students to: (1) define consonants. (2) distinguish between light and heavy strokes. (3) write the first six consonants.

BUSINESS STUDIES
JS I
THIRD TERM

THEME: BOOK-KEEPING APPLICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	INTRODUCTION TO KEYBOARDING	Students should be able to: (1) explain the meaning of keyboarding. (2) mention the importance of keyboarding. (3) demonstrating the correct posture of keyboarding.	(1) Keyboarding (i) Meaning (ii) Importance (iii) Correct sitting posture for keyboarding.	(1) Writes the meaning of keyboarding on the chalkboard. (2) Guides discussion on the importance of keyboarding. (3) Demonstrates correct sitting posture for keyboarding.	(1) Explain the meaning of keyboarding. (2) List the importance of keyboarding. (3) Practice the correct sitting posture for keyboarding.	(1) Charts (2) Photographs (3) Pictures (4) Typewriter	Students to: (1) explain the meaning of keyboarding. (2) mention the importance of keyboarding. (3) demonstrate the correct sitting posture for keyboarding.
10	PARTS OF THE TYPEWRITER	Students should be able to: (1) identify parts of the type writer. (2) mention the uses of parts of the typewriter.	(1) Typewriter parts. (2) Uses of parts of the typewriter.	(1) Discusses the different parts of the type-writer. (2) Demonstrates the use of different parts.	(1) Identify parts of the typewriter. (2) Use correcting the different parts.	(1) Chart (2) Photograph (3) Typewriter	Students to: 1) list six parts of the typewriter. (2) identify six parts of the typewriter's.
11	REVISION						
12	EXAMINATION						

IGBO LANGUAGE
AF MB
TAAM NKE MB

KA IZ	ISI KWU	MBUNUCHE	NDINISIOKWU	IHE UMUAKWUKWO GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
NGALABA OM M -AS S							
1.	Nsoroedide Igbo (Abiidii)	m akw kw ga- enwe ike: 1. ide mkp r edemede b la 2. itinye akara edemede b la	1. Mkp r edemede Igbo 2. Akara edemede	1. Ide mkp r -edemede Igbo 2. Itinye akara edemede b la	1. Nk wa 2. Odide 3. g g 4. Ak ak zi nwo 5. Nr gosi 6. Akp ede	1. Tepurek da 2. Eserese 3. Mgbubam 4. Chaati 5. gb oji	m akw kw : 1. ide mkp r - edemede 2. itinye akara- edemede b la
2.	Udaas s na nsoroedide Igbo	m akw kw ga- enwe ike: 1. Ikp p ta i. daume ii. mgbochiume iii. Myiri da me 2. ide ha ede	1. daume 2. Mgbochiume 3. myiri da me 4. Odide	1. Ikp p ta daume, mgbochiume, myiri daume 2. Ide ha ede	1. Nk wa 2. Odide 3. g g 4. Nrugosi 5. Aj j	1. Tepurek da 2. Eserese 3. Mgbubam 4. Chaati 5. gb oji	Umuakw kw : 1. Ikp p ta daume asat di n'Igbo 2. Ikp p ta mgbochiume 3. Ikp p ta myiri daume 4. ide ha ede
NGALABA OM M -OMENALA							
3.	k wa nd b ndi Igbo na as s ha	m akw kw ga- enwe ike: 1. Izip ta ebe a na- asu Igbo. 2. Igos z d iche iche e ji ama nd Igbo	1. Ebe d iche iche b ala Igbo na Naijiria. 2. Nd Igbo na nd agbataobi ha 3. Ak k d iche iche gbasara ebe ha siri malite 4. Ihe nd z e jiri mara nd Igbo d ka as s ejiji, egbugbu dg	1. k ak k met ra nd Igbo 2. s as s Igbo 3. kp aha mba d iche iche 'ala Igbo 4. Iji ejiji nd Igbo	1. Aj j 2. Mkp ar ta ka 3. k ak k 4. Ntulek ta 5. Eserese 6. Nch p ta 7. m maat	1. Eserese d ka maap 2. Ihe ejiji, ihe nka 3. Tepurek da 4. Tiivii 5. Akw kw g g	Umuakw kw : 1. Idep ta aha steeti at a na-asu Igbo. 2. ikwu z ihe ab e ji ama nd Igbo.
4.	k wa nd b nd Igbo na as s ha						

IGBO LANGUAGE
AF MB
TAAM NKE MB

KA IZ	ISI KWU	MBUNUCHE	NDINISIOKWU	IHE UMUAKWUKWO GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
5.	Ah r mfe	m akw kw ga-enwe ike: 1. ikwu ihe b ah r mfe 2. imebe ah r mfe 3. ide ah r mfe	1. Nk wa ah r mfe 2. Ah r mfe nkwe na	1. Ikwu ihe b ah r mfe 2. imebe ah r mfe nkwe na nj 3. Ide ah r mfe 4. Ime egwuruegwu kaad mgbubam	1. Nk wa 2. Nduzi 3. m maat 4. Nr gosi 5. Odide 6. Eguruegwu flash kaad 7. Aj aza	1. Mgbubam 2. Chaati 3. Akw kw g g	Umuakw kw : 1. Imebe ah r mfe At . 2. Idetu ah r mfe at . 3. inye otu m maat ah r mfe nkwe na nke nj
6. 7.	Nr k r ta r na uru bara Nr k r ta r na uru bara	m akw kw ga-enwe ike: 1. k wa ihe nr k r ta r b 2. k wa usoro na iwu Nr k r ta r 3. Idep ta m maat z an e nwere	1. Nk wa nr k r ta r 2. Nk wa usoro na iwu nr k r ta r 3. Uru na gh m din a nr k r ta r	1. k wa usoro nr k r ta r 2. Inye m maat 3. k wap ta uru din a nr k r ta r	1. Nk wa 2. Aj j 3. m maat 4. Ntulek ta 5. Eserese 6. Nkenke ejije	1. Eserese 2. Ngwa r d iche iche d ka az za, mma, g dg	Umuakw kw : 1. iko ihe bu nr k r ta r 2. kwup ta iw ab d na nr k r ta r 3. dep ta uru at nr k r ta r bara 4. dep ta ogh m ab d na nr k r ta r
8. 9.	Ah ike nd Ntor b a Ah ike nd Ntor b a	m akw kw ga-enwe ike: 1. Ikwu nd b ntor b a 2. Ikwu mgbanwe ha na-ahu n'ah ha ka ha na-elolite 3. Ikwu r a nwere ike imet ta nd ntor b a 4. Ikwu z mgbochi r a nd a	1. Nk wa nd ntor b a 2. Mgbanwe n'ah m ntor b a 2. Mgbanwe n'ah m ntor b a 3. r a f d na-emet ta nd ntor b a 4. z mgbochi r a nd a	1. Ige nti 2. kpar ta ka 3. r r ta ka 4. j na za aj j 5. g ihe 6. ide ihe 7. Ije ejije	1. Nkwa 2. m maat 3. Nduzi 4. Aj j na az za 5. Ejije	1. Eserese 2. Ederede 3. Ngwa mmet aka 4. Chaati	Umuakw kw : 1. kwu nd b ntor b a 2. kp p ta r a nwere ike met ta nd ntor b a 3. k wa z mgbochi r a nd ah

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KA IZ	ISI KWU	MBUNUCHE	NDINISIOKWU	IHE UMUAKWUKWO GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
NGALABA OM M -AS S							
10.	On og g 1 – 500	m akw kw ga- enwe ike: 1. g bido n'otu ruo nar ise 2. Iji n g g mee ah r okwu 3. Ide n g g site n'otu ruo na nar ise	1. n g g site n'otu ruo na nar ise 2. Ntinye n g g n' ah r okwu 3. Odide n g g	1. Ig n g g 2. Iji n g g mee ah r okwu 3. Idep ta n g g 4. Ir gosi n g g 5. s mpi n g g	1. Nkowa 2. Ngosip ta 3. m maat 4. Aj j na az za 5. As mmpi	1. Chaati 2. Kaadi mgbubam 3. Nch r k to 4. Mkp r n g g	Umuakw kw : 1. g bido n'otu ruo na nar ise 2. ji n g mee ah r okwu mfe 3. detu n g bido n'otu ruo na nar ise
11.	MM NWE						
12.	ULE						

IGBO LANGUAGE
AF MB
TAAM NKE AB

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
1.	Njirimara na nken di ag mag	m akw kw ga-enwe ike izip ta: 1. nken di ag mag d nala	1. Nken di ag mag d nala 2. Njirimara ag mag d nala	1. Ikwu nke n d ag mag d nala 2. Ikwu njirimara	1. Nkowa 2. m maat 3. Aj j na az za 4. Odide	1. Chaati 2. Akw kw g g	m akwukw : 1. kwu z ole e kewara ag mag 2. kwu ihw ab e jiri mara ag mag d nala
2.	Ag mag d nala (Ak k)	m akw kw ga-enwe ike: 1. k ak k ifo nd Igbo d iche iche na nke na akuzi ezi omume. 2. kwu si n'ak k ifo	1. Ak k ifo nd Igbo d iche iche na nke na akuzi ezi omume. 2. Ihe mm ta	1. ge ak k ifo 2. k ak k ifo 3. g ak k ifo 4. ji ya zaa aj j 5. je ejije	1. Ak k 2. g g 3. Nziputa 4. m maat 5. Aj j na az za	1. Eserese 2. m akw kw g g 3. Akw kw g g	m akwukw : 1. je ejije 2. k ak k ifo 3. kwu ihe mm ta d n'ak k ifo
3.	Ag mag d nala (Ejije)	m akw kw ga-enwe ike: 1. je ejije d nala 2. nye m maat ejije d nala	Nk wa ejije d nala	1. je ejije d nala 2. nye m maat ejije d nala	1. Ejije 2. Nt lek ta uche 3. m maat 4. Aj j na az za	1. Eserese 2. m akwukw g g 3. Akw kw g g	m akw kw : 1. je nkenje d nala 2. nye m maat ejije d nala
4.	Ag mag d nala (Ab)	m akw kw ga-enwe ike: 1. gu ab d nala 2. Ikwu ihe mm ta d n'ab d nala.	Nk wa ab d nala	1. gu ab d nala 2. ju na aj j 3. Ikwu ihe mm ta d n'ab .	1. Ak k 2. m maat 3. Ntulek ta uche 4. Aj j na az za 5. Ejije	1. Eserese 2. m akwukw g g 3. Akw kw g g	m akwukw : 1. g otu ab d nala 2. Ikwu ihe mm ta d n'ab

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IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
5.	Njirimara na nken di ag mag ugbua	m akw kw ga-enwe ike: 1. Nken di ag mag ugbua 2. Njirimara ag mag ugbua	1. Nken di ag mag ugbua (i) Iduuaz (ii) ejije (iii) ab 2. Njirimara ag mag ugbua	1. kwu nken di ag mag ugbua 2. kwu njirimara ag mag ugbua	1. Nkowa 2. m maat 3. Aj j na az za 4. Odide	1. Chaati 2. Akw kw g g	m akwukw : 1. Ikwu z ole kewara ag mag ugbua 2. kwu ihe ab ejiri mara ag mag ugbua
6.	Akw kw g g a h p tara (Ak k)	m akw kw ga-enwe ike: 1. gu akw kw a h p tara 2. k wa isi ihe akw kw na-ekwu maka ya 3. k wa mkpuruokwu ah r okwu d n'akw kw a g r 4. kwu maka agwa f d d n'akw kw a g r	1. g g akw kw a h p tara 2. Nk wa isi ihe a na-ekwu maka ya 3. Mkp r okwu/ ah r okwu f d d n'ihe a g r 4. Agwa f d d n'ihe a g r 5. Uche um aka banyere isiokwu na agwa f d .	1. gu akw kw a h p tara 2. k wa isi-okwu akw kw 3. k wa mkp r okwu na ah r okwu f d d n'akw kw a g r 4. Ikwu maka agwa nd d n'akw kw 5. kwu uche ha banyere isiokwu na agwa f d 6. weputa omenala 7. je ejije	1. gu akw kw 2. k ihe d akw kw 3. tulek ta uche gbasara ihe a guru 4. je njem nch p ta 5. nye ha ebe ha ga-ag n' l 6. ga mee nch p ta n' ba akw kw 7. mep ta ihe akw kw k r ma b ije ejije ihe akw kw k r	1. Akw kw g g 2. he kp iji zip ta ihe a g r 3. Tepurek da 4. Radio na ihe nd z 5. Eserese	m akwukw : 1. k maka agwa mas r ha n'ihe a guru 2. Ikwu uche ha banyere ihe a g r
7.							

IGBO LANGUAGE
AF MB
TAAM NKE AB

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
8.	Agwa ma na agwa j	m akw kw ga-enwe ike: 1. Ikwu ihe b agwa ma na agwa j 2. kwu uru kpa agwa ma bara 3. Ikwu gh m d n' kpa agwa j	1. Nk wa agwa ma na agwa j 2. Uru agwa ma bara 3. gh m agwa j	1. k wa agwa ma na agwa j 2. nye m ma at agwa ma 3. Ikwu uru d n'ikpa agwa ma 4. Ikwu gh m d n' kpa agwa j	1. Nkowa 2. m maat 3. Aj j 4. Ntule k ta ka 5. Nzip ta n' z ejije 6. Ak k	1. Akw kw g g 2. 3. Ugbo odee 4. Redio	m akwukw : 1. k wa agwa ma na agwa j 2. nye m maat ab banyere agwa ma na nke j 3. Ikwu uru at d n'ikpa agwa ma 4. Ikwu gh m d n'ikpa agwa j
9.	Agwa ma na agwa j						
10.	Ekwumekw banyere d iche iche m aka ga-eme	m akw kw ga-enwe ike: 1. s Igbo izugbe 2. kwu okwu n'usoro 3. dep ta ihe d iche iche m aka na-eme	1. Ihe m aka na-eme n'ulo n' b chi nkiti sat dee 2. Nk wa ihe ha na-eme n'oge ezumike 3. Nk wa maka njem ha garala	1. s as s Igbo 2. kwu maka ihe ha na-eme n'oge d iche iche ko maka njem ha garala	1. Aj j 2. m maat 3. Ngosip ta 4. Ejije	1. Eserese 2. Kaadi Mgbubam	m akwukw : 1. k iha at ha na-eme n' b chi nkiti 2. dep ta ihe at ha na-eme n' b chi sat dee na b chi ka 3. de edemede banyere njem ha garala
11.	MM NWE						
12.	ULE						

IGBO LANGUAGE
AF MB
TAAM NKE AT

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
1.	Edemede Nduzi: Ezina 1	m akw kw ga- enwe ike: 1. de edemede d mfe gara n'usoro banyere ezina 1 2. zip ta nhazi edemede	1. Nk wa edemede 2. Nkebi edemede 3. kp r kp okwu 4. Nhazi edemede	1. Ikwu maka ezinaulo (a) nd n n' ezina 1 (b) r nd ezina 1 (c) Uru ezina 1 bar 2. h p ta kp r kp okwu d n'edemede 3. hazi edemede 4. de edemede	1. Nk wa 2. Nduzi 3. Mkp ar ta-uka 4. Aj j 5. Odide	1. Foto 2. Eserese 3. Chaati	m akw kw : 1. se eserese 2. k maka ezina 1 ha 3. de ah r mfe isii banyere ezina 1
NGALABA M M -OMENALA							
2.	Aka r nd Igbo	m akw kw ga- enwe ike: 1. kwup ta d r d iche iche nd Igbo na-ar n'oge mbu na n'ugbu a 2. kp p ta r naani nwoke ma b nwaany na- ar 3. dep ta r an nwoke na nwaany na-ar .	1. r nd Igbo na-ar n'oge mbu na n'ugbu a 2. r naani nwoke na-ar 3. r nwaany naani na-ar 4. r nwoke na nwaany na-ar	1. kwup ta d r d iche iche nd Igbo na-ar n'oge mbu na n'ugbu a 2. kp p ta d r naani nwoke ma b nwaany na-ar 3. kwup ta d r nwoke na nwaany na- aru 4. j na za aj j	1. Nk wa 2. m maat 3. Aj j 4. Ngosi eserese	1. Eserese 2. Kaadi mgbubam	m akw kw : 1. Ikwup ta d r an nd Igbo na-ar n'oge mbu 2. Ikwup ta r at naani nwoke na-ar 3. dep a r at nwoke na nwaany na- aru 4. Ikwu r at nd Igbo na-ar n'oge ugbua
3.	Aka r nd Igbo						

IGBO LANGUAGE
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TAAM NKE AB

IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
4.	Akw kw ag mag a h p tara (Ejije)	m akw kw ga-enwe ike: 1. g akw kw a h p tara 2. k wa isi ihe akw kw na-ekwu maka ya 3. k wa okwu f d d n' akw kw a g r 4. Ikwu uche ha banyere isi ihe a g r na-agwa f	1. g g akw kw a h p tara 2. Nk wa isi ihe akw kw na-ekwu maka ya 3. Nk wa okwu f d d n' akw kw 4. Agwa f d d n' akw kw a g r 5. Uche m aka banyere isi ihe a g r na agwa f d	1. g akw kw a h p tara 2. k wa isiokwu akw kw 3. k wa okwu f d d n' akw kw 4. kwu mala agwa nd d n' akw kw 5. kwu uche ha banyere isi-okwu d n' akw kw na agwa f d 6. wep ta omenala nd , p tara ihe 7. je ejije	1. g g 2. Nk wa 3. Aj j na az za 4. Nt lek ta 5. Odide 6. Ejije 7. Njem nch p ta	1. Akw kw g g a h p tara 2. Eserese 3. Foto 4. Akp r akp 5. At r at 6. Tepurek da 7. Redio 8. Tiiyii	m akw kw : 1. zatali aj j 2. kowatali okwu an d n' ihe ha g r 3. kwu agwa mas r ha n' ihe ha g r 4. se eserese iji gossip ta otu ihe mere n' ihe ha g r
5.	D ka d n' izu nke an						
NGALABA M M -OMENALA							
6.	Nzisaenzi	m akw kw ga-enwe ike: 1. Ikwu z d iche iche esi ezisa ozi n' z dinala na kwa gbu a 2. zi ozi f d 3. Ikwu uru izisa bara	1. z nzisa ozi : (a) ke d nala d ka: okwu nu, ekwe, egbe, mkp nala dg (b) keugbua d ka: ekwent , redio, tiivii, nuzpepa, k mputa dg. 2. Uru izisa ozi	1. Ige nt 2. kwu z nzisaenzi 3. Izi ozi 4. kwu uru uru izisa bara 5. Ise ihe 6. Ime mkpar ta ka 7. g ihe	1. Nk wa 2. Ngosi 3. Nduzi 4. Nzir ta ozi 5. Aj j	1. Ngwa nzisaenzi 2. Eserese 3. Chaati	m akw kw : 1. kwu z ab esi ezisa ozi ke d nala 2. kwu z ab esi ezisa ozi keugbua 3. Ide uru ab d n' izisa ozi

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IZUUKA	ISIOKWU	MBUNUCHE	ND NISIOKWU	IHE M AKWU-KW GA-EME	NKA NKUZI	NGWA NKUZI	NNWALE
7.	Akara-edemede	m akw kw ga-enwe ike: 1. kwup ta ihe akara edemede bu 2. kwu d akara-edemede d iche iche 3. Igosip ta akara-edemede n'ah r okwu 4. kwup ta r akara edemede bara	1. Nk wa akara edemede 2. d akara edemede d iche iche 3. itinye akara-edemede n'ah r okwu 4. r akara edemede bara	1. g p ta akara-edemede d iche iche 2. r gosi akara-edemede 3. Igosip ta akara-edemede d iche iche n'ah r okwu 4. k wa r akara edemede bara	1. Nk wa 2. m maat 3. g g 4. Aj j	1. Chaati 2. Eserese 3. Tepurek da	m akw kw : 1. k wa akara-edemede 2. Itinye akara-edemede n'ihe onye-nkuzi ga-akp p ta 3. Idep ta r ab akara edemede bara
8.	Akara-edemede						
NGALABA M M -AG MAG							
9.	Akw kw ag mag a h p tara (Ab)	m akw kw ga-enwe ike: 1. g akw kw a h p tara 2. k wa isi ihe na-ekwu maka ya 3. k wa okwu f d d n'akw kw a g r 4. Ikwu uche ha banyere isi ihe a g r na agwa f d	1. g g akw kw a h p tara 2. Nk wa isi ihe na-ekwu maka ya 3. Nk wa okwu f d d n'akw kw 4. Agwa f d d n'akw kw a g r 5. Uche m aka banyere isi ihe a g r na agwa f d	1. g akw kw a h p tara 2. k wa isi okwu akw kw 3. k wa okwu f d d n'akw kw 4. k wa maka agwa nd d n'akw kw 5. Ikwu uche ha banyere isi okwu d n'akw kw na agwa f d 6. weputa omenala nd p tara ihe 7. Ije ejije	1. g g 2. Nk wa 3. Aj j na az za 4. Ntulek ta 5. Odide 6. Ejije 7. Njem nch p ta	1. Akw kw g g a h p tara 2. Eserese 3. Foto 4. Akp r akp 5. At r at 6. Tepurek da 7. Redio 8. Tiivii	m akw kw : 1. zatali aj j 2. k watali okwu an d n'ihe ha g r 3. kwu agwa mas r ha n'ihe ha g r 4. se eserese iji gosip ta otu ihe mere n'ihe a g r
10.	D ka d n'izu itenaan						
11.	MM NWE						
12.	ULE						