NAPPS LAGOS UNIFIED TERMINAL SCHEME

FOR JUNIOR SECONDARY SCHOOL (1-3)

1ST TERM

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| **WKS** | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **ENGLISH STUDIES** | **ENGLISH STUDIES** | **ENGLISH STUDIES** |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | **1.1 SPEECH WORK**: i) Introduction to speech  ii) Organs of speech  **1.2 GRAMMAR:** Parts of speech i) Nouns-Meaning ii) Types of Nouns with examples  **1.3 READING & COMPREHENSION:** The Family (use any of the recommended texts for JSS 1  Vocabulary Development: Introduction to Language Skills: Listening Skills; Speaking Skills; Reading skills; Writing Skills.  **1.4 COMPOSITION:** Meaning, types of composition (Narrative, Descriptive, Argumentative, Expository).  **1.5 LITERATURE IN ENGLISH:** What is Literature? The Features of Literature.  **1.6 TYPES OF LITERATURE: -** Oral, Historical, Dance Drama, Miming… with reference to related texts. | **1.1 SPEECH WORK**: Listening and Speaking: Revision of pure vowel sounds.  **1.2 GRAMMAR:** Revision of Parts of speech: Nouns, Pronouns, Verbs and Adjectives.  **1.3 READING & COMPREHENSION:**  Review of the SPQ3R reading technique.  **1.4 COMPOSITION:** Writing an outline for a Narrative Essay – How I spent My Last Holiday.  **1.5 LITERATURE IN ENGLISH:** Revisit Features of Prose (Setting, theme, characterization ….)  **1.6 TYPES OF LITERATURE: -** Figures of Speech: Alliteration, Personification. | **1.1 REVISION OF LAST TERM’SEXAMINATION.**  **1.2 GRAMMAR:** Parts of Speech Revision.  **1.3 READING & COMPREHENSION:**  Scanning for main points.  **1.4 COMPOSITION:** Informal Letter – Letter to my best friend on my plans for this academic session.  **1.5 LITERATURE IN ENGLISH:** Introduction to Fiction and Non-Fiction.  **1.6 TYPES OF LITERATURE: -** Examples of Non-fiction. |
| 2 | **2.1 SPEECH WORK**: i) Pure Vowel Sounds (Monothongs) Examples  **2.2 GRAMMAR:** Pronouns (i) Meaning, Identification. ii) Types of Pronouns.  **2.3 READING & COMPREHENSION:** Reading strategies (SPQ3R) – Survey Preview, Question, Recite, Recall, Review. Vocabulary Development: Members of the Family.  **2.4 COMPOSITION:** Elements of Composition: Introduction, Body and Conclusion.  **2.5 LITERATURE:** Purpose/Functions of Literature.  **2.6 LITERATURE: -** Introduction to Prose – Use the recommended text. | **2.1 SPEECH WORK**: Revision of Consonant sounds with emphasis on consonant clusters.  **2.2 GRAMMAR:** Transitive and Intransitive Verbs.  **2.3 READING & COMPREHENSION:** Reading to understand the writer’s purpose.  **2.4 COMPOSITION:** Descriptive Essay: Writing an outline on A Place of Interest I visited.  **2.5 LITERATURE:** Use the recommended text on Prose.  **2.6 LITERATURE: Same as in 2.5.** | **2.1 SPEECH WORK**: The skew /Ə/ sound –about, doctor, above.  **2.2 GRAMMAR:** Expressing/describing emotions (verb + preposition)  **2.3 READING & COMPREHENSION:** Skimming for specific information.  **2.4 COMPOSITION:** Writing to a pen-pal.  **2.5 LITERATURE:** Poetry analysis.  **2.6 LITERATURE:** Use the recommended text on prose. |

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| 3 | **3.1 SPEECH WORK**: Vowel /i:/  **3.2 GRAMMAR:** Verbs:  i. Definition, Identification with example.  ii. Types of Verbs: Transitive, Intransitive, Regular, Irregular, Auxiliary, lexical.  **3.3 READING & COMPREHENSION:** Identification of main/supporting ideas.  Vocabulary Development – Your School Subject.  **3.4 COMPOSITION:** Outlining the differences between Descriptive Essays and Narrative Essays.  **3.5 LITERATURE IN ENGLISH:** Introduction to the elements of Prose (Plot, Style, Characterisation)  **3.6 TYPES OF LITERATURE: -** Types of Oral Literature. | **3.1 SPEECH WORK**: Listening and Speaking – The /IƏ / Sound (ear, clear, hear, bear)  **3.2 GRAMMAR:** More on Active and Passive Voice.  **3.3 READING & COMPREHENSION:** Identification of words that points to the writer’s intention on contemporary issues like corruption.  Vocabulary Development – Word Families – In The Hospital.  **3.4 COMPOSITION:** Elements of Composition: Pre-Writing, writing, editing, body and conclusion.  **3.5 LITERATURE IN ENGLISH:** Features of Folktales (didactic, entertaining, riddles, ..)  **3.6 TYPES OF LITERATURE: -** Use the recommended text on Prose. | **3.1 SPEECH WORK**: Stress and intonation continued.  **3.2 GRAMMAR:** Adverb of frequency-(often, always, occasionally).  **3.3 READING & COMPREHENSION:** Reading to cultivate the skill of referencing.  **3.4 COMPOSITION:** Write a story on the topic – All that glitters is not gold.  **3.5 LITERATURE IN ENGLISH:** Use the recommended text on Prose.  **3.6 TYPES OF LITERATURE: -** Characterization, Theme, Plot in the prose text. |
| 4 | **4.1 SPEECH WORK**: Vowel /I/  **4.2 GRAMMAR:** Adjectives:  i. Definition, Identification.  ii. Types of Adjectives.  **4.3 READING & COMPREHENSION:** Reading to answer specific questions: test for knowledge level and translation level.  **4.4 COMPOSITION:** Narrative Essays- My Experience in Former School  **4.5 LITERATURE-IN-ENGLISH:** Use the recommended text on Prose.  **4.6 LITERATURE – IN ENGLISH -** Features of Oral Literature. | **4.1 SPEECH WORK**: Vowel /Əu/ sound (go, blow, mow, know, ..)  **4.2 GRAMMAR:** More on Tenses (Present, Past and Future)  **4.3 READING & COMPREHENSION:** Critical reading: Meaning and steps of critical reading.  Vocabulary development: Word Families: The Officer’s Job.  **4.4 COMPOSITION:** Descriptive Essays- A Local Festival  **4.5 LITERATURE-IN-ENGLISH:** Use the recommended text on Prose.  **4.6 LITERATURE – IN ENGLISH –** AS in 4.5 | **4.1 SPEECH WORK**: Consonants /Ɜ/ and /dꞫ/ (leisure/ ledger, garage, large)  **4.2 GRAMMAR:** Changing Positive statements to negative statements using ‘not’.  **4.3 READING & COMPREHENSION:** Practise scanning, skimming and normal rate reading.  **4.4 COMPOSITION:** How to care for a motor vehicle.  **4.5 LITERATURE-IN-ENGLISH:** Comprehensive study of the Prose text.  **4.6 LITERATURE – IN ENGLISH –** Introduction of rhyme scheme. |
| 5 | **5.1 SPEECH WORK**: Vowel /e/  **5.2 GRAMMAR:** Comparison of Adjectives:  Absolute Adjectives – Excellent   * Superior * Total   **5.3 READING & COMPREHENSION:** Differentiating between the main ideas and the supporting ideas in a given passage.  **5.4 COMPOSITION:** Paragraph Writing – Arranging of ideas in logical sequence with introduction and conclusion.  **5.5 LITERATURE-IN-ENGLISH:**  i) Introduction to Drama.  ii) Types and elements of Drama.  **5.6 LITERATURE – IN ENGLISH:** Characterization and Themes in the recommended Prose text. | **5.1 SPEECH WORK**: Revision of Consonant (t, d, k, g)  **5.2 GRAMMAR:** The Present Continuous Tense.  **5.3 READING & COMPREHENSION:** Reading to identify the meanings of words in various contexts.  Vocabulary development – Word Families: A place of Worship.  **5.4 COMPOSITION:** Revisit the format of an Informal letter and a Formal Letter.  **5.5 LITERATURE-IN-ENGLISH:** Use the recommended text on Drama  **5.6 LITERATURE – IN ENGLISH:** Theme/Setting in the recommended text. | **5.1 SPEECH WORK**: Contrast Consonants /d/, /ꝺ/,/θ/, /z/ (advert, father, loathe, zip)  **5.2 GRAMMAR:** Modal forms – Will, Can, Could, May: Direct and Indirect forms of modals.  **5.3 READING & COMPREHENSION:** Reading to differentiate between facts and opinions.  Vocabulary Development: Tourism.  **5.4 COMPOSITION:** Distinguishing between the features of Formal Letters and Informal letters.  **5.5 LITERATURE-IN-ENGLISH:** Use the recommended Drama text.  **5.6 LITERATURE – IN ENGLISH:** Study the different types of rhyme scheme. |
| 6 | **6.1 SPEECH WORK**: Vowel /æ/  **6.2 GRAMMAR:** Adverb:  i. Definition, Identification.  ii. Types of Adverb with examples.  **6.3 READING & COMPREHENSION:** Reading to answer specific questions: test for interpretation level and projection level.  **6.4 COMPOSITION:** Descriptive Essays- A Market Place  **6.5 LITERATURE-IN-ENGLISH:** Use the recommended text on Drama.  **6.6 LITERATURE – IN ENGLISH –** Plot and settings in the recommended Drama text. | **6.1 SPEECH WORK**: Contrasting consonants /p/ and /t/ (pan, tan, prim, trim, …)  **6.2 GRAMMAR:** The Past Perfect Tense.  **6.3 READING & COMPREHENSION:** Reading to identify the facts and opinions in a given passage.  Vocabulary development: The language of Sports.  **6.4 COMPOSITION:** Narrative Essays- What I do Every Day.  **6.5 LITERATURE-IN-ENGLISH:** Use the recommended text on Drama.  **6.6 LITERATURE – IN ENGLISH –**Characterization and Plot in the recommended text. | **6.1 SPEECH WORK**: Contrast between /Ɜ:/ and /Э:/  **6.2 GRAMMAR:** Adjectives and Adverbs expressing willingness/unwillingness using modal verbs+adverbials.  **6.3 READING & COMPREHENSION:** Reading to make deductions from a selected passage.  **6.4 COMPOSITION:** A semi-formal letter – Write a letter to your class teacher stating why you were absent from school.  **6.5 LITERATURE-IN-ENGLISH:** Use the recommended Drama text.  **6.6 LITERATURE – IN ENGLISH –**Characterization, Diction, Setting and Plot in the dramatext. |
| 7 | **7.1 SPEECH WORK**: Vowel Sound /a:/  **7.2 GRAMMAR:** Prepositions:  i. Definition, Identification.  ii. Types and functions with examples.  **7.3 READING & COMPREHENSION:** Application of the reading technique (SPQ3R) to a given passage.  **7.4 COMPOSITION:**i) Introduction to Letter Writing. ii) Types of Letters.  **7.5 LITERATURE-IN-ENGLISH:** i) Introduction to Folktales. (ii) Definition and types.  **7.6 LITERATURE – IN ENGLISH –** Narrative of Folktales. | **7.1 SPEECH WORK**: The Consonant Sounds /f/ and /v/ -(contrast) – vampire, favour, vanish, famish.  **7.2 GRAMMAR:** Making sentences with conjunctions.  **7.3 READING & COMPREHENSION:** Reading to explain the facts and opinions in a selected passage. Vocabulary Development: Word families: Journalism.  **7.4 COMPOSITION:**Letter Writing –A letter to Your Father on Why You Like Your New School.  **7.5 LITERATURE-IN-ENGLISH:** Differentiating between a novella and a novel  **7.6 LITERATURE – IN ENGLISH:** More of Figures of Speech: Onomatopoeia and Personification. | **7.1 SPEECH WORK**: The consonants /s/, /ʃ/ and /tʃ/ (ceiling, short, machine, cheque)  **7.2 GRAMMAR:** Adverbs of place and manner.  **7.3 READING & COMPREHENSION:** Reference to week 5.  **7.4 COMPOSITION:**Debate: Corruption is worse than armed robbery.  **7.5 LITERATURE-IN-ENGLISH:** More on Rhyme Schemes.  **7.6 LITERATURE – IN ENGLISH:** Identification of costumes and props in the drama text. |
| 8 | **8.1 SPEECH WORK**: Vowel /þ/  **8.2 GRAMMAR:** Conjunction: TYPES  (1) Subordinating. (2) Coordinating  i. Definition, Identification.ii. Functions.  **8.3 READING & COMPREHENSION:** Asking questions to cover all the levels of comprehension (Where, When, How, Why and What)  **8.4 COMPOSITION:** Features of an Informal Letter.  **8.5 LITERATURE-IN-ENGLISH:** Use the recommended text on Drama.  **8.6 LITERATURE – IN ENGLISH:** Introduction of Figures of Speech (Simile, Metaphor, Irony…….) | **8.1 SPEECH WORK**: The consonants /Ɩ/ and /r/  **8.2 GRAMMAR:** Making requests using will, could, may, ……..  **8.3 READING & COMPREHENSION:** Refer to week 2.  **8.4 COMPOSITION:** Descriptive Essay – My Favourite Teacher.  **8.5 LITERATURE-IN-ENGLISH:** retell a folktale and explain its theme.  **8.6 LITERATURE – IN ENGLISH:** Use recommended text on Drama. | **8.1 SPEECH WORK**: The consonants /ʃ/ and /tʃ/(sheep/chip, fish/pitch)  **8.2 GRAMMAR:** Idiomatic expressions.  **8.3 READING & COMPREHENSION:** Refer to week 6.  **8.4 COMPOSITION:** Descriptive Essay – My Favourite Subject.  **8.5 LITERATURE-IN-ENGLISH:** Questions on the Prose text.  **8.6 LITERATURE – IN ENGLISH:** Questions on Drama text. |
| 9 | **9.1 SPEECH WORK**: Vowel /C:/  **9.2 GRAMMAR:** Introduction to Adverbials (Features and Functions, Types)  **9.3 READING & COMPREHENSION:** Asking specific questions that will elicit students’ opinion.  **9.4 COMPOSITION:** Informal Letter – Letter to your cousin telling him about your new school.  **8.5 LITERATURE-IN-ENGLISH:** A review of the recommended texts.  **9.6 LITERATURE – IN ENGLISH:** Figures of speech. | **9.1 SPEECH WORK**: The consonant sound /h/  **9.2 GRAMMAR:** Direct and Indirect Speech.  **9.3 READING & COMPREHENSION:** A review of week 4  **9.4 COMPOSITION:** Formal Letter – A letter of Invitation (As a Guest Speaker)  **8.5 LITERATURE-IN-ENGLISH:** Revision of the recommended texts.  **9.6 LITERATURE – IN ENGLISH:** Revision Literary Terms. | **9.1 SPEECH WORK**: The consonant sound /w/ and /j/.  **9.2 GRAMMAR:** Adverbs of cause or reason; so that, in order, so as.  **9.3 READING & COMPREHENSION:** Identification of the topic sentences in a given passage.  **9.4 COMPOSITION:** Debate – Child trafficking is worse than stealing.  **8.5 LITERATURE-IN-ENGLISH:** Revision of the prose text.  **9.6 LITERATURE – IN ENGLISH:** Revision of the drama text. |
| 10. | **REVISION** | **REVISION** | **REVIEW** |
| 11. | **TESTS/EXAMINATION** | **TESTS.** | **EXAMINATION.** |
| **12 & 13** | **EXAMINATION.** | **EXAMINATION.** | **EXAMINATION.** |

MATHEMATICS J.S.S.1-3 (**1ST TERM)**

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| WKS | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | **WHOLE NUMBERS COUNTING AND WRITING:** i) Millions (ii) Billions (iii) Trillions | **REVIEW OF JSS 1 EXAMINATION QUESTIONS RELEVANT TOPICS FOR THE NEW CLASS (BASIC OPERATION OF INTEGERS)** | **REVIEW OF JSS 2 WORK.**  - Questions and answers on identified work area. |
| 2 | **WHOLE NUMBERS CONTINUED.** Problems solving in quantitative aptitude reasoning using large numbers. | **WHOLE NUMBERS:**  a) Whole numbers in standard forms.  b) Decimal numbers in standard forms.  c) Prime factors. | **WHOLE NUMBERS:**  a) Binary number system.  b) Simple Mathematical calculations.  c) Translation of word problems into numerical expressions. |
| 3 | **LOWEST COMMON MULTIPLE (L.C.M) AND HIGHEST COMMON FACTOR (H.C.F) OF WHOLE NUMBERS:**  -Concept of L.C.M and H.C.F  -L.C.M and H.C.F by inspection and formulae.  -L.C.M and H.C.F of quantitative reasoning. | **WHOLE NUMBERS: (CONTINUED)**  -Least Common Multiple (L.C.M.)  -Highest Common Factor (H.C.F.)  -Square and Square roots.  -Quantitative reasoning. | **WHOLE NUMBERS: (CONTINUED)**  -Expressions involving brackets and fractions.  -Direct and inverse proportion.  -Application of direct and inverse proportions.  -Compound Interest. |
| 4 | **FRACTIONS:**  -Meaning of fraction.  -Types of fractions (proper and improper fractions)  -mixed number. | **FRACTIONS: TRANSACTIONS IN THE HOMES AND OFFICES.**  -Expressing fractions as ratios, decimals and percentages.  -Quantitative reasoning on fractions, ratios and percentages.  -Commercial arithmetic. | **ADDITION AND SUBTRACTION OF NUMBERS IN BASE 2 NUMERALS:**  -Addition of two or three 3-digit binary numbers.  -Subtraction of two or 3-digit binary numbers. |
| 5. | **FRACTIONS CONTINUED:** Equivalent fractions: Identify and apply equivalent fractions in showing commodities and problems solving in quantitative aptitude. | **APPROXIMATION:**  (a) Approximation of numbers to;  (i) Decimal places.  (ii) Significant numbers.  (iii) Whole numbers  (iv) Nearest tens, hundreds, thousands, tenths, hundredth and thousandth.  (b) Quantitative reasoning. | **MULTIPLICATION AND DIVISION OF NUMBERS IN BASE 2 NUMERALS:**  (a) Multiplication of two 2-digit binary numbers.  (b) Division of two to 3-digit binary numbers. |

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| 6 | **FRACTIONS CONTINUED:**  - Ordering of fractions.  - Conversion of fractions to percentages and vice-versa.  - Conversion of fraction to decimal and vice versa. | **MULTIPLICATION AND DIVISION OF DIRECTED AND NON-DIRECTED NUMBERS:**  - Definition and examples of directed and non-directed numbers.  - Square and square root tables.  - Multiplication and division of directed and non-directed numbers. | 1. **RATIONAL AND NON-RATIONAL NUMBERS:** 2. **VARIATIONS:**   - Direct.  - Indirect.  - Joint.  - Partial. |
| 7 | **REVIEW OF THE FIRST HALF TERM’S WORK AND PERIODIC TEST.** | **REVIEW OF THE FIRST HALF TERM’S LESSONS AND PERIODIC TEST.** | **REVIEW OF THE FIRST HALF TERM’S LESSONS AND PERIODIC TEST.** |
| 8 | **FRACTIONS CONTINUED:**  -addition and Subtraction of fractions. | **ALGEBRAIC EXPRESSIONS:**  -Definition of algebraic expression with examples.  -Expression of algebraic expression.  -Factorization of simple algebraic expressions. | **FACTORIZATION:**  -Factorization of expression of the form:  i) ax + ay  ii) 3m + pq +3p + mp  iii) a2 – b2  iv) a2 – 2ab – b2  b) Word problems involving factorization |
| 9 | **FRACTIONS CONTINUED:**  - Multiplication and division of fractions.  - Prime numbers and factors. | **ALGEBRAIC EXPRESSION CONTINUED:**  - Expression and factorization of quadratic expressions  - Definition of algebraic fractions.  - Algebraic fractions with whole number, denominator (addition and subtraction)  - Quantitative reasoning. | **SIMPLE EQUATION INVOLVING FRACTIONS:**  - Simple equations involving fractions.  - Word problems leading to simple equation involving fractions. |
| 10 | **ESTIMATION:**  - Concept of estimation and reasons.  - Estimation of dimensions and distance.  - Estimation of capacity volumes and mass of objects  - Estimation of other things e.g. age, time, etc.  -Quantitative reasoning involving estimation. | **ALGEBRAIC EXPRESSIONS (CONTINUED):**  - Word problems leading to simple algebraic fractions. | **CHANGE OF SUBJECT OF FORMULEA (ADDITION, MULTIPLICATION, ROOTS)** |
| 11 | **REVISION OF THE FIRST TERM’S WORK AND PREPARATION FOR THE FIRST TERM EXAMINATION.** | **REVISION OF THE FIRST TERM’S WORK AND PREPARATION FOR THE FIRST TERM EXAMINATION.** | **REVISION OF THE 2nd HALF TERM’S LESSON AND PERIODIC TEST.** |
| 12 &13 | **FIRST TERM EXAMINATION** | **FIRST TERM EXAMINATION AND VACATION** | **FIRST TERM EXAMINATION** |

BASIC SCIENCE& TECHNOLOGY **1ST TERM**

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| WKS | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | **BST (BASIC SCIENCE): LIVING AND NON-LIVING THINGS (1):**  - Meaning, identification and classification of matter.  State of matter. | **BST (BASIC SCIENCE):**  LIVING THINGS (HABITAT):  - Definition of Habitat.  - Types of habitat e.g. aquatic, terrestrial and abroel (water, land and air) and examples. | **BST (BASIC SCIENCE):**  DRUG AND SUBSTANCE ABUSE(I):  - Effect of drug abuse e.g. Stomach upset, damaged nostril and lungs, skin rashes, injection abscesses.  Prevention of drug abuse;  - Inculcation coping skills, positive social interaction, healthy lifestyle. |
|  | **BST (BASIC TECHNOLOGY) UNDERSTANDING TECHNOLOGY:**  -Technology related professions.  - Importance of Technology | **BST (BASIC TECHNOLOGY)**  **FIRST AID:**  -Definition.  - Materials  - Application of simple first aid. | **BST (BASIC TECHNOLOGY)**  **CAREER PROSPECT AND OPPORTUNITIES IN TECHNOLOGY:**  -Definition of career, prospect, career prospect.  - Related career opportunities. |
|  | **BST (PHYSICAL AND HEALTH EDUCATION):**  - Meaning of Physical Education  - Purpose of Physical Education.  - Meaning of Health Education.  - Differences between Physical Education and Health Education.  - Scope of Physical Education. | **BST (PHYSICAL AND HEALTH EDUCATION):**  Recreation, leisure and dance activities.  Indoor and outdoor recreation activities:  - Examples of each.  - Difference between the two. | **BST (PHYSICAL AND HEALTH EDUCATION):**  **TRACK AND FIELD:**  1. Pole vault skills.  - Grip, run-up, pole carrying, take-off, hang, swing up, pull up and bar clearance, landing, recovery. |
|  | **BST (INFORMATION TECHNOLOGY): TECHNOLOGY OF DIFFERENT INFORMATION AGE:**  - Stone Age.  - Iron Age.  - Middle Age.  - Industrial Age.  - Electronic Age. | **BST (INFORMATION TECHNOLOGY):**  **REVISION/CLASSIFICATION OF COMPUTERS:**  - Sizes of computer.  - Generation.  - Degree of versatility.  - Type. | **BST (INFORMATION TECHNOLOGY):**  **REVISION/INTERNET:**  Examples of search engines:  - google.com  - mama.com  - ask.com  - yahoo.com |
| 2 | **BST (BASIC SCIENCE):**  **LIVING AND NON-LIVING THINGS (II):**  - Characteristics of living and non-living things.  - Examples, characteristics and importance of plants and animals. | **BST (BASIC SCIENCE):**  **ADAPTATION OF LIVING THINGS TO THEIR HABITAT** | **BST (BASIC SCIENCE):**  Drug and substance Abuse (ii)  - Activities of drug control agencies – NAFDAC, NDLEA.  - Misuse of herbal medicine. |
|  | **BST (BASIC TECHNOLOGY):**  **SAFETY GUIDELINES:**  - Safety guidelines for pedestrians.  - Safety guidelines for cyclists/motorcyclists.  - Safety guidelines for motorists. | **BST (BASIC TECHNOLOGY):**  **RESCUE OPERATION:**  - Meaning of rescue operation.  - Different aspects.  - Steps involved in rescue operations. | **BST (BASIC TECHNOLOGY):**  **PROCESSING OF MATERIALS:**  **- WOOD**.  - Concept of wood processing (growth, felling) |
|  | **BST (PHYSICAL AND HEALTH EDUCATION)**  **PHYSICAL FITNESS AND BODY CONDITIONING PROGRAMMES;**  - Meaning of physical fitness.  - Components of physical fitness.  - Health related components.  - Performance related components. | **BST (PHYSICAL AND HEALTH EDUCATION)**  Demonstration of recreational activities by teacher e.g. table tennis. | **BST (PHYSICAL AND HEALTH EDUCATION:**  Basic javelin skills:  - Grip  - carriage  - run-up  - release  - follow through  - recovery |
|  | **BST (INFORMATION TECHNOLOGY)**  **HISTORICAL DEVELOPMENT OF COMPUTERS:**  - Early counting Devices (fingers, stones, sticks, pebbles, cowries, grains, etc.).  -Mechanical counting and calculating Devices: (Abacus, slide rule, etc.  - Electro-mechanical counting devices: - John Napier bone, - Blaise Pascal machine. – Gottfried Leibnitz machine. – Joseph Jacquard loom. – Charles Babbage Analytical machine. – Philip Emeagwali.  - Electronic Counting devices and Modern computer: - Herman Hollerith Punch cards. – John von Neumann machine. – Modern machine | **BST (INFORMATION TECHNOLOGY)**  **THE COMPUTER SYSTEM**  Components of computer system.  - Hardware.  - Software.  - People ware. | **BST (INFORMATION TECHNOLOGY)**  Uses of search engine |

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| 3 | **BST (BASIC SCIENCE):**  **LIVING AND NON-LIVING THINGS (III):**  - Differences between plants and animals. Examples, properties, uses and importance of living and non-living things. | **BST (BASIC SCIENCE):**  Relationship between organism in the same habitat. | **BST (BASIC SCIENCE):**  **FAMILY TRAITS:**  - Family traits (skin, colour, height, albinism, etc.)  - meaning of dominant and recessive traits.  - intelligence  - Diseases.  - Resemblance  - Family Genealogy |
|  | **BST (BASIC TECHNOLOGY)**  **WORKSHOP SAFETY (I)**  - Causes of workshop accidents.  - Types of workshop accidents.  - Prevention of workshop accidents | **BST (BASIC TECHNOLOGY)**  **MATERIALS AND THEIR COMMON USES:**  - Wood.  - Metal. | **BST (BASIC TECHNOLOGY)**  **PROCESSING OF WOOD (CONTD):**  - Conversion  - Seasoning |
|  | **BST (PHYSICAL AND HEALTH EDUCATION)**  - Characteristics of a physically fit person.  - Importance of physical fitness. | **BST (PHYSICAL AND HEALTH EDUCATION)**  Explanation and demonstration of dramatic and creative rhythms for example gymnastics and aerobic. | **BST (PHYSICAL AND HEALTH EDUCATION)**  **HOCKEY:**  - Hockey game  - Basic skills and techniques e.g. hit, stop, drive, dribble, pass, flick, push, bully/centre pass.  - rules and safety regulations  - Officials and their duties |
|  | **BST (INFORMATION TECHNOLOGY)**  **GENERATIONS OF COMPUTERS:**  - Describe each generation of computer in terms of:   * Year of development * Technology * Speed of operation * Storage capacity. | **BST (INFORMATION TECHNOLOGY)**  **HARDWARE COMPONENTS:**  - Definition of hardware components.  - Input devices.  - Output devices.  - Storage devices.  - Arithmetic and logic unit.  - Control unit. | **BST (INFORMATION TECHNOLOGY)**  **DIGITAL DIVIDE:**  - Concept of digital divide.  - features of old economy  - Time consuming  - Labour based  - Mechanical  - Constrained by space, time and mechanical.  - Limitation of old economy. |
| 4 | **BST (BASIC SCIENCE)**  **LIVING AND NON-LIVING THINGS (IV):**  - Classification of non-living things into metals and non-metals.  - Examples, properties, uses and importance. | **BST (BASIC SCIENCE)- UNIQUENESS OF HUMAN BEINGS:**  - Reasoning.  - Problem solving.  - Inquisitiveness.  - Observation.  - Measurement.  - Inference. | **BST (BASIC SCIENCE)**  **ENVIRONMENTAL HAZARD I:**  **SOIL EROSION**  - Definition of soil erosion  - Causes of soil erosion.  - Control of soil erosion |
|  | **BST (BASIC TECHNOLOGY)**  **WORKSHOP SAFETY (CONTD.):**  - Safety rules and regulations in workshop.  - Safety devices. | **BST (BASIC TECHNOLOGY)**  **MATERIALS AND THEIR COMMON USES (CONTD.):**  - Ceramics/Glass  - Rubber  - Plastics. | **BST (BASIC TECHNOLOGY)**  **PROCESSING OF WOOD (CONTD.):**  Manufactured Board  - Defects  - Preservation |
|  | **BST (PHYSICAL AND HEALTH EDUCATION):**  - Exercise to develop strength, Endurance and Flexibility. | **BST (PHYSICAL AND HEALTH EDUCATION):**  Types of dance and activities:  - Demonstration of different dance activities e.g. bata, pokiti, atilogwu, koroso. | **BST (PHYSICAL AND HEALTH EDUCATION):**  - Facilities and equipment use in hockey game.  - Value of the game.  - Draw and label the (Hockey stick, Hockey pitch) |
|  | **BST (INFORMATION TECHNOLOGY)**  **BASIC COMPUTER CONCEPT:**  - Definition of computer.  - Parts of a computer system e.g. monitor, keyboard, system unit, mouse, etc.  - Category of the parts of the computer.  - Description of a computer as an input and output device. | **BST (INFORMATION TECHNOLOGY)**  **SOFTWARE:**  - Definition of computer software.  - Types of computer software.  (i) System software  (ii) Application software. | **BST (INFORMATION TECHNOLOGY)**  **DIGITAL DIVICE (CONTD):**  1. Features of new economy:  - Digital  - Time, space and distance is irrelevant.  - Knowledge based, etc.  2. Benefit of new economy  -low capital to start business.  - create new jobs, etc. |
| 5 | **BST (BASIC SCIENCE) - HUMAN DEVELOPMENT:**  - Meaning of puberty and adolescence.  - Puberty/Adolescent changes (physical, social and emotional changes).  -Personal hygiene.  - Menstruation, menstrual cycle & menstrual hygiene-myths and facts about pubertal changes (Boys and Girls)  - Coping with concerns at adolescence (Pubertal changes and emotional development). | **BST (BASIC SCIENCE)**  **MESUREMENT OF GROWTH AND DEVELOPMENTAL CHANGES:**  Growth changes in:  - Height  - Weight  - Size | **BST (BASIC SCIENCE)**  **ENVIRONMENTAL HAZARD (II):**  (BUSH BURNING)  - Practices that influence bush burning  - Effects of bush burning including economic consequences.  - Relations against bush burning. |
|  | **BST (BASIC TECHNOLOGY) PROPERTIES OF MATERIALS (WOOD):**  - Identification  - Classification. | **BST (BASIC TECHNOLOGY)**  **GEOMETRIC CONSTRUCTION**  **- Lines:**  - Definition  - Types, uses.  - Bisection  - Division of lines | **BST (BASIC TECHNOLOGY)**  **PROCESSING OF MATERIALS**  - METHODS  - ALLOYS  - Definition  - Types.  - Properties- Uses |
|  | **BST (PHYSICAL AND HEALTH EDUCATION)**  - Safety precautions while performing exercises. | **BST (PHYSICAL AND HEALTH EDUCATION)**  First aid and safety education.  - Definition of accident and injuries.  - Safety measures at home, on playground, on the road.  - Sport injuries, causes and first aid treatment. | **BST (PHYSICAL AND HEALTH EDUCATION)**  Pathogens,diseases and their prevention – communicable disease.  - Nature of communicable diseases: measles, mumps, pneumonia, malaria etc.  - Modes of transmission of the disease.  - Factors and causative agents. |
|  | **BST (INFORMATION TECHNOLOGY)**  **DATA AND INFORMATION:**  - Meaning, sources and examples of –Data, information.  - Qualities of a good information: accurate, comprehensive. Meaning, relevant.  - Timely suitable, etc. | **BST (INFORMATION TECHNOLOGY)**  **PEOPLE WARE:**  - Computer professionals.  - Computer users. | **BST (INFORMATION TECHNOLOGY)**  **DIGITAL LITERACY:**  - Meaning of digital literacy.  - Characteristics of digital literacy. |
| 6 | **BST (BASIC SCIENCE) FAMILY HEALTH (I)**  Sanitation | **BST (BASIC SCIENCE)**  **HUMAN DEVELOPMENT (1)**  Developmental changes:  - Infancy.  - Adolescents.  - Adulthood.  - Characteristics features of stages of development. | **BST (BASIC SCIENCE)**  **FLOODING:**  - Drainage patterns.  - Causes of flooding.  - Prevention of flooding.  - Effects of flooding on community and farmland. |
|  | **BST (BASIC TECHNOLOGY) WOOD (CONTD)**  - Properties.  - Uses. | **BST (BASIC TECHNOLOGY) ANGLES:**  - Definitions, types and uses. | **BST (BASIC TECHNOLOGY) ANGLES:**  **PROCESSING OF MATERIALS:**  **- CERAMICS AND GLASS:**  - METHODS  - PRODUCTION  - USES  -**PLASTICS AND RUBBER**  - Methods of processing plastics, rubber.  - Uses. |
|  | **BST (PHYSICAL AND HEALTH EDUCATION)**  **PERSONAL, SCHOOL AND COMMUNITY HEALTH:**  - Determinants of health (hereditary, environment, life style)  - Characteristics of a healthy person. | **BST (PHYSICAL AND HEALTH EDUCATION)**  (i)Domestic accidents:  - Causes and first aid treatment  (ii) Road accidents:  - Causes and first aid treatment. | **BST (PHYSICAL AND HEALTH EDUCATION)**  Non-Communicable diseases. Prevention and management of non-communicable disease.  (i) Sickle cell  (ii) Obesity  (iii) Kwashiorkor etc. |
|  | **BST (INFORMATION TECHNOLOGY)**  **INFORMATION TRANSMISSION:**  - Meaning of information transmission.  -Ancient methods of transmitting information:  Oral, fire lightning, whistling, beating of drums, town crying, drawings, making representations. | **BST (INFORMATION TECHNOLOGY)**  **OPERATING SYSTEM:**  - Definition of an operating system.  - Examples of operating system (DOS, Window, Linus, Unix) | **BST (INFORMATION TECHNOLOGY)**  **DIGITAL LITERACY (CONTINUE)**  Digital Literacy use in;  - Education  - Workforce  - Society |
| 7&8 | **BST (BASIC SCIENCE)**  **FAMILY HEALTH (II):**  - Nutrition | **BST (BASIC SCIENCE)**  **HUMAN DEVELOPMENT (II):**  Classification of growth and developmental changes as temporary/permanent.  - Factors that affect growth and development. | **BST (BASIC SCIENCE)**  **ENVIRONMENTAL HAZARD III:**  **(DEFORESTATION)**  - Reasons for deforestation e.g. commercial and domestic firewood.  - Effects of the environment.  - Regulations on deforestation. |
| 7 | **BST (BASIC TECHNOLOGY):**  **PROPERTIES OF MATERIALS (METALS):**  - Identification by their physical properties.  - Types  - Alloys. | **BST (BASIC TECHNOLOGY):**  **ANGLES (CONTD):**  - Bisection and construction of angles (900, 450, 600, 300, etc) | **BST (BASIC TECHNOLOGY):**  **DRAWING PRACTICE (PICTORIAL DRAWING):**  - Isometric drawing.   * Definition * Construction of simple objects. |
| 8 | **BST (BASIC TECHNOLOGY) METALS (CONTD)**  - Classification  - Forms of metal  - Uses | **BST (BASIC TECHNOLOGY)**  **TRIANGLES:**  **-** Definition and types | **BST (BASIC TECHNOLOGY)**  **DRAWING PRACTICES (OBLIQUE DRAWING):**  - Definition.  - Types.  - conctruction of simple objects. |
|  | **BST (PHYSICAL AND HEALTH EDUCATION)**  - Meaning of sewage and refuse | **BST (PHYSICAL AND HEALTH EDUCATION)**  Measures of preventing:  - Sport injuries.  - Domestic injuries.  - Road Accidents | **BST (PHYSICAL AND HEALTH EDUCATION)**  Recreation, leisure and dance activities:  - Pre-colonial or folk traditional dance like: Atilogwu (ibo), Bata, Agidigbo (Yoruba), sharo (Fulani), Langa (Hausa).  - Social dances.  - Foreign, Disco, High Life, rumba, classical. |
| 7 | **BST (INFORMATION TECHNOLOGY**  **INFORMATION EVOLUTION AND**  **COMMUNICATION TECHNOLOGY (ICT):**  a) Electronic.  b) Non-Electronic  c) modes of receiving information:  -Audio; e.g. radio, GSM  -Visual; e.g. Pictures, charts.  -Audio – visual, e.g. Television, Monitor. | **BST (INFORMATION TECHNOLOGY**  **FUNCTIONS OF OPERATING SYSTEM:**  - Resource allocation  - System monitoring.  - Utilities. | **BST (INFORMATION TECHNOLOGY)**  **DATA BASE:**  I) Operational, definition of data base.  ii) Data base Terminologies:  - Fields.  - Records.  - Files.  - Keys, etc. |
| 8 | **CLASSIFICATION OF MEANS OF TRANSMITTING INFORMATION:**  - Invention of Printing.  - Invention of Radio and Television.  - Invention of Computer.  - Linking up of computer with information technology. | **BST (INFORMATION TECHNOLOGY)**  **NUMBER BASE:**  - Decimal  - Binary.  - Octal.  - Hexadecimal | **BST (INFORMATION TECHNOLOGY)**  **DATA BASE:**  Forms of Data Base:  - Flat file.  - Hierarchical.  - Relational.  Preparation of result sheet |
| 9 | **BST (BASIC SCIENCE) FAMILY HEALTH (III)**  - Meaning of Drug, Drug and substance abuse, addiction and misuse.  - Sources of drugs.  - Uses and side effects of drugs. | **BST (BASIC SCIENCE) BODY IMAGE (I)**  - Meaning of body image, Physical features, size, height, race, ethnicity, colour of skin, eyes and hair. | **BST (BASIC SCIENCE)**  **ENVIRONMENTAL HAZARD (IV)**  **DESRTIFICATION**  - Definition.  - Geographical area.  - Causes such as overgrazing, bush burning, cutting trees.  - Control measures |
|  | **BST (BASIC TECHNOLOGY)**  **PROPERTIES OF MATERIALS:**  **(CERAMICS & GLASSES)**  - Identification.  - Types  - Properties of ceramic and glasses  - Uses | **BST (BASIC TECHNOLOGY)**  **TRIANGLES (CONTD):**  - Construction of various types of triangles.  - Circumscribing, inscribing, escribing circles to a given triangle. | **BST (BASIC TECHNOLOGY)**  **PERSPECTIVE DRAWING:**  - Definition.  - One point perspective. |
|  | **BST (PHYSICAL AND HEALTH EDUCATION):**  - Methods of sewage disposal  - Methods of refuse disposal. | **BST (PHYSICAL AND HEALTH EDUCATION):**  (i) Throws – types, throwing sectors, phases of throws, weight specification, rules and regulations of throws.  (ii) Jumps – types, equipment, styles and rules of jumps. | **BST (PHYSICAL AND HEALTH EDUCATION):**  (i) Types of computer games e.g. Tennis, cricket, soccer. Values of computer games. |
|  | **BST (INFORMATION TECHNOLOGY)**  **ICT APPLICATION IN EVERYDAY LIFE:**  - Definition and meaning of ICT  - Uses of ICT: Communication, Timing and control, Information processing and management, etc.  - ICT and the society. | **BST (INFORMATION TECHNOLOGY):**  Conversion of number bases:  - Convert decimal to binary and vice versa.  - Convert decimal to octal and vice versa.  - Convert decimal to hexadecimal. | **BST (INFORMATION TECHNOLOGY):**  SPREAD SHEET:  1. Examples of spread sheet packages.  - Excel.  - Lotus 123.  - STATVIEW etc.  2. Uses of spread sheet packages  - Preparation of daily sales.  - Budget.  - examination results. |
| 10 | **BST (BASIC SCIENCE)**  **REPRODUCTIVE SYSTEM:**  - Male and Female reproductive organs (internal & external)  - Functions and care of male and female reproductive organ. | **BST (BASIC SCIENCE)**  **BODY IMAGE (II):**  - Puberty and body image.  - Effect of pubertal changes on body image and behaviour.  - Misconception about beauty as presented in the media.  - Individual uniqueness. | **BST (BASIC SCIENCE)**  **ENVIRONMETAL HAZARD (V):**  **(DEPLETION OF OZONE LAYER AND ITS EFFECTS):**  - description of ozone layer and its location in the atmosphere.  - importance of ozone layer.  - effects of depletion of ozone layer e.g. global warming, greenhouse effect, ice melting and flooding.  - control measures.  - regulation use of chlorofluorocarbon (CFC)  - reduce bush burning and control burning in household. |
|  | **BST (BASIC TECHNOLOGY)**  **RUBBER AND PLASTICS:**  - Types  - Identification  - Properties  - Uses | **BST (BASIC TECHNOLOGY)**  **CIRCLE:**  - Definition.  - Types and parts of a circle.  - Construction of Targets and Normals to a given circle and to two equal and unequal circles. | **BST (BASIC TECHNOLOGY)**  **ORTHOGRAPHIC PROJECTION:**  - Definition.  - Types (1st and 3rdangle).  - Drawing of orthographic views of simple objects.  - dimension technique. |
|  | **BST (PHYSICAL AND HEALTH EDUCATION):**  - Sources of water supply. | **BST (PHYSICAL AND HEALTH EDUCATION)**  **JUDO:**  - Brief history  -Judo court  - Skills.  - Rules and regulations. | **BST (PHYSICAL AND HEALTH EDUCATION):**  Physical fitness and body conditioning programme:  - Benefits derived from physical fitness.  - Factors that influence physical features. |
|  |  | **BST (INFORMATION TECHNOLOGY)**  **UNITS OF STORAGE IN COMPUTER**  - Bits  - Bytes  - Nibble  - Kilobyte.  - Megabyte  - Gigabyte | **BST (INFORMATION TECHNOLOGY)**  **SPREADSHEET PACKAGES (CONTD):**  1. Spreadsheet features and terminologies.  - Row  - Column  - Cell.  - Worksheets.  - Data range, etc.  2. Loading and existing spreadsheet packages. |
| 11 | **Revision and Examination** |  | **BST (BASIC TECHNOLOGY)**  **SCALE AND SCALE DRAWING:**  - Definition.  - Types.  - Scale drawing. |
| **12& 13** | **Revision and Examination** | **Revision and Examination** | **Revision and Examination** |

NATIONAL VALUES EDUCATION (1ST TERM)

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| WKS | THEME | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | **History** | Meaning of History, | Review of History and selected topics in JSS 1 History meaning Land and People in Nigeria Centralised States | Review of JSS 1 scheme Meaning |
|  | **CIVIC EDUCATION** | National Values:  - Meaning.  - Levels of manifestation of values. | National Values:  - integrity  - Meaning.  - Attributes. | The Constitution:  - Meaning.  - Types. |
|  | **SOCIAL STUDIES** | Meaning, scope and history of Nigeria Social Studies. | REVISION |  |
|  | **SECURITY EDUCATION** | Common Crimes | Common Crimes I | Common Crimes and associated punishment: Theft and Rape |
| 2 | **HISTORY** | Sources of History | Hausa States , | REVISION of JSS 1 |
|  | **CIVIC EDUCATION** | Importance of value and factors that promote value system. | Need for People of Integrity in the society.  - Reasons.  - Examples. | The Constitution:  - The colonial Nigerian Constitution.  - Differences between the constitutions. |
|  | **SOCIAL STUDIES** | Social Environment:  Primary and Social group.  - Meaning.  - Family.  - Definition of family.  - Family as a Primary Social Group.  - Roles and responsibilities of members of a family. | General objectives of Social Studies: | Fundamentals of Social Studies: |
|  | **SECURITY EDUCATION** | Common Crimes:  Falsehood and Theft. | Common Crimes | Common Crimes and associated punishment.  Drug trafficking and Human trafficking. |

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| 3 | **HISTORY** | Difference between story telling and history  Imprtance of history | Kanuri | Revision of JSS 2 Non Centralised States |
|  | **CIVIC EDUCATION** | Importance of value and factors that promote value. (Contd.) | Contentment:  - Meaning.  - Attributes. | Features of the Colonial Constitution. |
|  | **SOCIAL STUDIES** | Family as the basic unit of society.  **Characteristics family size**.  Characteristics of small family size.  Characteristics of large family size. | Abuses to which children could be subjected:  - Definition.  - Types.  - Effects of sexual abuse.  - Identifying sexual harassment and the necessary actions to take.  - Steps to take if abused.  - risk preventive technique. | Human Emotion: (Love)  - Meaning and types of love.  - Qualities of Love.  - Behaviour that enhance Love relationship. |
|  | **SECURITY EDUCATION** | Common Crimes: Rape and Murder. | Common Crimes (III):  Crimes in school and the environment. | Common Crimes and Associated Punishment:  Food Adulteration and Contamination. |
| 4 | **HISTORY** | Land and people in Nigeria  Introduction ,Map, and climate | Nupe Kingdom | Revision of JSS 2 Igbo Isoko and Idoma |
|  | **CIVIC EDUCATION** | National Values (Honesty):  - Meaning.  - Attributes  - Benefits. | Effects of lack of contentment:  - explain the effects of lack of contentment on the society. | Colonial constitutions (contd) |
|  | **SOCIAL STUDIES** | Culture and Social Values (I):  - Meaning of Culture.  - Components of culture.  - Features of Culture.  - Characteristics of culture. | Drug Abuse 1:  - Meaning of drug/substance abuse.  - Forms of drug abuse.  - Consequences of drug abuse.  - Effects of drug abuse on individual. | Goal Setting:  - Meaning.  - types of goals.  - importance of goal setting.  - tips for goal setting and achieving goals.  - stumbling blocks/obstacles to goal setting. |
|  | **SECURITY EDUCATION** | Common Crimes:  - Advanced free fraud (419) and embezzlement. | Reporting Common Crimes 1 | Common Crimes and Associated Punishment: Drug Adulteration and Contamination. |
| 5 | **HISTORY** | People in Nigeria – Classification - by tribe and climate | Igala and Jukun, Yorubas of Ife and Oyo | Revision of JSS 2 Early West African History , Mali and Songhai Empires |
|  | **CIVIC EDUCATION** |  |  |  |
|  | **SOCIAL STUDIES** | Culture and Social Values (II):  - Cultural similarities in Nigeria.  - Cultural differences in Nigeria.  - Shared norms and values of Nigerian communities. | Effect of Drug Abuse II:  - effects of drug abuse on the family.  - effects of drug abuse on society.  - ways of discouraging drug abuse. | Making Decisions:  - meaning of decision making.  - reasons for decision making.  - factors influencing decision making.  - steps for making decision. |
|  | **SECURITY EDUCATION** | Common Crimes:  - Cultism and drug abuse. | Reporting Common Crimes II: | Avoiding Criminal Behaviour. |
| 6 | **HISTORY** | Pre History - Introducyton | The Efik and Benin Kingdom up to 1800 | Trans Saharan Trade |
|  | **CIVIC EDUCATION** | National Values II (Cooperation):  - Meaning.  - Attributes | Respect for Rules and Regulations:  - Consequences of disobedience.  - Effects of indiscipline. | Post 1960 Constitution:  - Republican Constitution.  - Features. |
|  | **SOCIAL STUDIES** | Socialization:  - Meaning of socialization.  - Agenda of socialization.  - Importance of socialization.  - Effects of socialization | Drug Trafficking:  - Meaning of drug trafficking.  - Reasons for drug trafficking.  - Dangers of drug trafficking. | Human Trafficking:  - Meaning of Human trafficking.  - Factors responsible for children and women trafficking.  - Consequences of human trafficking.  - Preventive measures. |
|  | **SECURITY EDUCATION** | Common Crimes:  - Examination malpractices | Reporting Crimes III:  - Ways of reporting crimes without dangers. | Security tips on how to avoid criminal behaviour. |
| 7 | **REVIEW OF TERM ACTIVITY** | | | |
| 8 | **HISTORY** | Centres and early civilisation and culture | Nigerdelta and Itsekiri | Trans Atlantic Slave trade |
|  | **CIVIC EDUCATION** | Factors that promote Cooperation:  - Trust, setting goals together.  - Benefits of cooperation. | Courage:  - Meaning.  - Types. | Post 1960 Constitution: Presidential Constitution 1979, 1987, 1999 Presidential Constitutions. |
|  | **SOCIAL STUDIES** | Friendship:  - Meaning of Friendship.  - Types of Friendship.  - Factors that determine choice of friends.  - behaviour that could destroy friendship. | Group Behaviour:  - Types of group behaviour.  - Distinguish between the different types of group behaviour.  - Benefits of group behaviour. | Family as the Basic Unit of Society:  - meaning of Family.  - Members of extended family.  - Roles of extended family members in child development. |
|  | **SECURITY EDUCATION** | Common Crimes:  - Sales of banned and contaminated foods. | Reporting Common Crimes. | Preventing Criminal Behaviour. |
| 9 | **HISTORY** | Centres and early civilisation and culture continuation | Non centralsised states | Early European contact with Nigeria |
|  | **CIVIC EDUCATION** | National Values: (III)  **Self-Reliance:**  - meaning.  - attributes.  - Benefits to one’s self, family and society. | Courageous Persons in society:  - attributes of courageous persons. | 1960 Constitutions:  - Features.  - Comparison between the Constitution |
|  | **SOCIAL STUDIES** | Qualities and Behaviour that enhances Friendship:  - Positive and negative peer pressure.  - Types of Friendship.  - ways of improving friendship. | Corruption I:  - Definition of corruption.  - Types of corruption.  - Causes of corruption. | Harmful Traditional Practices:  - Meaning.  - Types.  - Consequences.  - Measures to prevent and stop harmful traditional practices in Nigeria. |
| 10 | **HISTORY** | Centralised States | The Igbo | Background to European Exploration |
|  | **CIVIC EDUCATION** | Self-Reliance:  - importance. | HyjatulUlida and Khuttbahwida | Hadith No 13 and 15 of An-Nawawi. |
|  | **SOCIAL STUDIES** | Common crimes:  - Causes.  - Effects | Governance:  Nigeria as a Federation.  - meaning.  - need for Federation. | Supremacy of the Constitution.  - meaning.  - reason. |
|  | **SECURITY EDUCATION** | Common Crimes:  - Thuggery | Corruption II:  - Effects of corruption on individuals, the community and nation | **PEACE:**  - meaning of Peace.  - types.  - importance of living in peace with one another. |
| 11 | **HISTORY** | Centralised State continued | **Isoko** | **Revision** |
|  | **CIVIC EDUCATION** | Process of identifying one’s natural talents:  - Consequences of wasted talents and undeveloped skills.  - Effects of underdeveloped skills. | Muhammad’s Prophethood. | Al-Qada and Al-Qadar. |
|  | **SOCIAL STUDIES** | **REVISION** | Characteristics of a Federation:  - A sharing power between central and state governments. | Supremacy of the Constitution (Contd.) |
|  | **SECURITY EDUCATION** | Common Crimes:  - Gang | Roles of different agencies of government with the prevention of corruption, e.g. EFCC, ICPC, etc. | Peace (Contd.) |
| 12 | **HISTORY** |  | **Review** | **Revision** |
|  | **CIVIC EDUCATION** | REVISION | AL- KhulafaaurRashidan (the four orthodox caliphs) | **REVISION** |
|  | **SECURITY EDUCATION** | REVISION | **REVISION** | **REVISION** |
| **13** | **EAXMINATION** | **REVISION** | **REVISION** | **REVISION** |

RELIGIOUS STUDIES (1ST TERM)

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| WKS | THEME | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | **CHRISTIAN RELIGIOUS STUDIES** | Sovereignty of God  - Biblical Account of sovereignty of God.  - Names of God in different Nigerian languages.  - Attributes of God. | The birth of Jesus Christ:  - The annunciation.  - The Birth of Jesus.  - The visit of the wise men. | The Promise of the Holy Spirit.  Acts 1: 6-11, John 14: 15-26 |
|  | **ISLAMIC STUDIES** | SuratulFatihah  Chapter 1 | Revelation of the Qur’an | SuratulAdiyat.  Q 100: 1-11 |
| 2 | **CHRISTIAN RELIGIOUS STUDIES** | The creation story:  - The firs account of creation. Gen. Chapter 1 & 2 | Presentation of Jesus Christ in the Temple:  - Prophesy by Simon and Anna (Lk. 2:25-40) | The coming of the Holy Spirit:  (The Pentecost.) Act 2: 1-39 |
|  | **ISLAMIC STUDIES** | Kalimatush- Shahadah | Content of the Qur’an | Sujudus-Sahwi |
| 3 | **CHRISTIAN RELIGIOUS STUDIES** | The destiny of man in God’s creation(Gen. 1: 26-29) | Jesus Baptism:  - John the fore-runner of Jesus.  - Narrate how Jesus was baptised in the River Jordan. (Mark 1: 9 – 11; Lk. 3: 21-22) | The effect of the Holy Spirit on the early Disciples.  (Acts 3: 1-10; 6:4 -15)  -The Healing at the beautiful gate.  - The appointment of the seven Deacons. |
|  | **ISLAMIC STUDIES** | The meaning of Hadith and Sunnah | Revelation of Qur’an. | Prophet Adam (As) |
| 4 | **CHRISTIAN RELIGIOUS STUDIES** | Man’s power in creation. | The Temptation of Jesus Christ.  (Matt. 4: 1-11) | Fellowshipping in early church. Acts. 1: 15-26; 2:41-47; 4:32-37  - Peter’s speech on Pentecost Day.  - Communal life in the early church. |
|  | **ISLAMIC STUDIES** | At-taharah (Purification and its Kinds) | Reading. | Hadith No. 11 and 12 of An-Nawawi. |
| 5 | **CHRISTIAN RELIGIOUS STUDIES** | Marriage  - Christian Marriage. | Call for Disciple:  - Call of the first four disciples. Matt.4:18-22, Mk. 1: 14-20  - Demands for disciples.Lk.5: -11; Mk.3:13-19; Matt.8:18-22; Lk.9: 57-62. | Early Days of the Church:  - Sharing things in common.  - Annanias and Sapphira. Acts 5:1-11  - Appointment of Seven Deacons. |
|  | **ISLAMIC STUDIES** | Al-wudu (Water Ablution) | Surah Al-Jim  (meaning) | Suratul-Zizal: Q 99:1-8 |
| 6 | **CHRISTIAN RELIGIOUS STUDIES** | Problem’s in marriage e.g. divorce. | Jesus meets sinners.  - Zacchaeus meets Jesus.  (Luke 19: 1-10) | Persecution.  I Peter 1: 3-17; 4:2-19 |
|  | **ISLAMIC STUDIES** | Arabia before Islam. | Attributes of Allah Nos 21-40 | Shirk in Islam. |
| 7 | **CHRISTIAN RELIGIOUS STUDIES** | Disobedience:  First Human Disobedience  (Gen. 31 – 19) | The Beatitudes:  (Matt. 5: 1 – 12) | The Church in Samaria:  - Phillip and the Ethiopian Eunuch. Acts 8:26-32  - The Church in Lydia and Joppa. Acts 9:36-43 |
|  | **ISLAMIC STUDIES** | Study of Suratu: Nas (Q ch. 114)  Reading and meaning. | Hadith 10 of An-Naualam’s collection. | As-Sawn. |
| 8 | **CHRISTIAN RELIGIOUS STUDIES** | Consequences of Disobedience:  King Saul (I Sam. 15: 1 – 26) | Christian as light and salt of the world.  Matt. 5: 13 – 15 | The Church in Caesarea. Acts 10:1-48;  - Cornelius Calls for Peter.  - Peter’s Vision.  - Peter at Cornelius house. |
|  | **ISLAMIC STUDIES** | The prophet of Islam (S.A.W), His birth, and youth. (Childhood) | Belief in Angels of Allah. | Human Relations in Islam. |
| 9 | **CHRISTIAN RELIGIOUS STUDIES** | Call to Repentance:  - Esau and Jacob reconciled | Handling of Information on Common Crimes. | Solution to Criminal Behaviours. |
|  | **ISLAMIC STUDIES** | Child’s Basic Rights in Islam (Survival)  Q. 17 – 31, Q 31v13 | Worldly Possession.  Matt.16:26, Lk. 16:11 | Persecution of the Early Believers:  - Arrest of Peter and John. Acts.4:1-31.  - Martyrdom of Stephen. Acts.6:8 – Acts 7:1-60. |
| 10 | **CHRISTIAN RELIGIOUS STUDIES** | **REVISION** | **REVISON** | **REVISON** |
|  | **ISLAMIC STUDIES** | Al-Adhan and Al-Iqamah  – Call to prayer | **REVISION** | Persecution of the Early Believers (Contd.):  - Persecution of the Church by Saul. Acts. 8: 1-3; 9:1-30.  - The killing of James: Acts. 12:1-8. |
|  | **SECURITY EDUCATION** | Common Crimes:  - Gang | Roles of different agencies of government with the prevention of corruption, e.g. EFCC, ICPC, etc. | Peace (Contd.) |
| 11 | **CHRISTIAN RELIGIOUS STUDIES** | REVISION | **REVISION** | **REVISION** |
|  | **ISLAMIC STUDIES** | Pillars of Islam  (Five pillars of Islam) | REVISION | **REVISION** |
| **12 & 13** | **EAXMINATION** | **REVISION** | **REVISION** | **REVISION** |

CULTURAL AND CREATIVE ARTS (1ST TERM)

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| WKS | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | **DEFINITION AND CULTURAL AND CREATIVE ARTS**  - Components of Cultural and Creative arts i.e. dance, drama, music, fine and applied art media arts.  - Functions of Cultural and Creative arts. | **ELEMENTS OF DESIGN/ART**  - Meaning of elements of design/art.  - Elements of Design i.e. line, colour, space and form, texture, shape, etc.  - Application of elements of designs/art. | **NIGERIAN TRADITIONAL ARTS AND CULTURE – IFE, BENIN, ESIE, IGBO UKWU, TSOEDE, ETC.**  Area of focus in studying Nigerian Traditional Arts:  - Origin of each Art.  - Period.  - Location/Site.  - Media used.  Characteristics/features, style, media used and functions. |
| 2 | **INTRODUCTION TO ART TYPES AND BRANCHES**  - Definition of art, types and branches.  - Definition of art types and branches.  - History and origin of Art.  -History of early men (Paleolithic, Mesolithic and Neolithic, bronze and iron ages) | **HISTORY OF MUSIC**  - Origin of Music.  - Meaning of sound.  - Characteristics of sound.  - Meaning of rhythm and intervals. | **USES OF MUSIC**  - Importance of Music i.e. ceremonies, festivals, entertainment, religious worship and advertisement.  - Impact of music i.e. help to build relationship, foster brotherliness, create awareness in the mass media used and functions. |
| 3 | **THEORY OF MUSIC**  - Definition and meaning.  - uses of music.  - impact/effect of music in the society. | **DESIGN IN THEATRE**  - Meaning of theatre design – the visual aspect of production.  - Areas of theatre design-set, costume, light, make-up, sound, properties of props.  - Elements of design. | **EXHIBITION AND DISPLAY TECHNIQUE**  - Preparation of art work for display:  i) Labelling  ii) Framing  iii) Fixing  - Display techniques:  i) Categorizing  ii) Designing of space  iii) Mounting boards. |
| 4 | **DEFINITION OF DRAMA AND THEATRE**  - Definition and origin of drama.  - People involved in drama and theatre – actors, actress, producer, director, etc. | **DANCE**  - Types of dance – Pure dance, dance drama, dramatic dance, comic dance. | **MUSIC COMPOSITION**  (Setting Words into music)  - Break words into syllables.  - Identify accented words.  - Break rhythms into bars. |
| 5 | **TEAM WORK AND SENSE OF BELONGING**  -Meaning of teamwork and sense of belonging.  - Importance of teamwork and sense of belonging.  - How to achieve sense of belonging in society. | **SELF CONTROL**  -Meaning of self-control.  - How to exercise self-control  (a) show moderation  (b) Be modest.  (c) Be content  (d) Be fruitful  (e) Be considerate  (f) Don’t be in the fighting mood all the time.  - Benefits of Self Control  - Practicing Self Control | **DRAMA AND THE DEVELOPMENT OF RURAL COMMUNITIES**  - Drama and Theatre for development.  - Highlighting community issued and problems in order to motivate them to carry out self-help programmes. |
| 6. | **DANCE**  - Definition and types of dance. | **PRINCIPLES OF DESIGN/ART**  - Meaning of principles of design/art.  - Principles of design/art i.e. balance, variety, proportion, dominance, rhythm, repetition, harmony, etc.  - Uses and application of principles of design and art. | **MUSIC COMPOSITION CONTINUES (SETTING WORDS TO MUSIC)**  - Construction of a song on a major scale with the key signature.  - Clapping the rhythms.  - Construction of tonic solfas. |
| 7 | **PRINCIPLES OF ART**  - Principles: balance, harmony, unity, variety, etc.  - Elements: lines, shapes, colour, texture, etc. | **HISTORY OF MUSIC**  - Monophony, polyphony, baroque, classical, romantic and modern period/composers of the period.  - Forms of music – unitary, binary, ternary, rondo, etc. | **CONTEMPORARY NIGERIAN ART AND ARTISTS.**  - Areas of focus:  i) Date/place of birth.  ii) School attended.  iii) Area of specialization.  iv) Art work and location in public places. Contributions of first generation artist e.g. AinaOnabolu, Akinola Lasekan, Ben Enwuonwu, Lamidi Fakeye, etc.  - Income generation through arts. |
| 8 | **RUDIMENTS AND THEORY OF MUSIC:**  - Stave: Clefs, names of lines and spaces, leger lines, great stave, notes and their value. | **THE STUDY OF COLOURS**  - Meaning of colours.  - Classification/types of colours – Primary, secondary, tertiary, intermediate, analogies, etc. | **SIGHT READING/SINGING**  - Review lines and spaces.  - Revise note values, and numbers of beats.  - Clapping of rhythms and run scales for ear training.  - Singing of tonic solfa. |
| 9 | **FORMS/TYPES OF DRAMA**  - Tragedy, comedy, melodians, mime, mask, folk, etc. | **VOICE TRAINING**  - Sight reading on major scales e.g. C and G major.  - Four parts of voice – Soprano, Alto, tenor and Bass. | **OPPORTUNITIES FOR CAREER DRAMATIST:**  - Career prospects for dramatists;  i) Playwrights.  ii) Directors.  iii) Designers.  - How they affect the society. |
| 10 | **MODELLING WITH PAPER MACHE**  - Definition, materials and tools, process and product.  - Use of paper Mache. | **THE STUDY OF COLOURS (COLOUR APPLICATION)**  - Uses of colour and psychological meaning of colours.  - Mixing of colours.  - Colour wheel design. | **EMBROIDERY**  - Meaning of embroidery.  - Sources of embroidery – nature, environment flowers, etc.  - Methods of transferring designs.  - Embroidery stitches-herring bone, loop, feather, etc. |
| 11 | **FUNDAMENTALS/ELEMENTS OF MUSIC**  - Properties/Characteristics of sound.  - Elements of Music – Rhythm, structure, notes on the piano keyboard. | **LISTENING AND MUSIC APPRECIATION**  - Listening skills.  - Listening to different types of music e.g. popular music, Juju | **REVIEW OF CHORDS AND TRIADS**  - Definition of chord.  - Definition of triads.  - Review of Primary and secondary chords.  - Types of triads.  - Inversion of triads. |
| 12 | **REVISION AND EXAMINATION** | **REVISION AND EXAMINATION** | **REVISION AND EXAMINATION** |

BUSINESS STUDIES J.S.S. 1-3 (1ST TERM)

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| WKS | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | Review of Last Terms work | **THE RECEPTION OFFICE:**  - Meaning  Reception  - Meaning ,- Importance,- Qualities  How to receive and treat visitors.  \*Appropriate office dress code.  \*Documents handled by the receptionist. | **ADVERTISING/MEDIA/JINGLES:**  - Meaning  - Types  - Functioning  - Radio,- Television’- Newspaper etc.  Different jingles used in advertising media. |
| 2 | **INTRODUCTION TO BUSINESS STUDIES**  - Meaning  - Importance  - Components  -Opportunities | **OFFICE**  Correspondence  \*Correspondence record.  - Types  - Uses  \*Ways mails come into an organization  \*Handling of mail. | **TRANSPORTATION**  - Meaning.  - Importance.  - Types |
| 3 | **THE OFFICE**  - Meaning  - Types  - Functions  - The different officers in an organization. | **OFFICE DOCUMENT**  - Meaning  - Types  \*Sales Department  - Preparation  \*Uses  \*Purchases documents  - Preparation  - Uses | **ADVANTAGES/DISADVANTAGES OF TRANSPORTATION (OF EACH TYPES OF TRANSPORTATION)** |
| 4 | **OFFICE STAFF**  - Meaning  - Functions  - Qualities  - Confidential office information | **TRADE**  - Meaning  - Importance  \*Forms of trade  - Home trade  - Foreign trade | **COMMUNICATION**  - Meaning  - Means of communication  - Importance |

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| 5 | **RIGHT ATTITUDE TO WORK**  - Meaning.  - Attributes.  - Devotion of duty. | **AIDS TO TRADE**  - Banking, Insurance, advertising, communication, transport, television, warehousing.  \* Roles of custom and excise at the foreign trade. | **COMMUNICATION**  - Services provided by communication agencies. |
| 6. | **THE DEPARTMENT IN AN OFFICE/ORGANIZATION**  - Different department in an organization.  - Function of the various department. | **MARKET**  \*Meaning  - Features.  \*Types  - Capital market.  - Money market.  \*\*Commodity market institutions and instruments traded in each market. | **SIMPLE SINGLE BUSINESS GOALS**  - Meaning  - Weaknesses.  - Opportunities.  - Thrusts. |
| 7 | **INTRODUCTION TO COMMERCE**  - Meaning  - Importance  - Activities which aid commerce | **CARRER IN THE CAPITAL MARKET**  \* Buying & Selling  - Meaning  - By Cash  - By Credit.  \* Transactions  - Cost of sales.  - Make up  - Turn over  - Profit and loss | **DRAWING A SIMPLE BUSINESS PLAN**  - Meaning of simple business plan.  - Procedure for drawing up simple business plan. |
| 8 | **DIVISION OF COMMERCE**  - Items.  - Foreign trade  - Types. | **DISTRIBUTION**  - Meaning of distribution.  - Channels of Distributions.  - Producer/Manufacturer  - Wholesaler  - Retailer  - Consumer  - Functions of each of the channel of distribution. | **CONSUMER PROTECTION AGENCIES**  - Meaning and uses.  - National Communication Commission (NCC)  \* Standard Organization of Nigeria (SON)  \* National Electricity Regulatory Commission (NERC)  \* National Agency for Food Drug Administration Control (NAFDAC).  - Roles and Responsibilities of Consumer Protection Agencies. |

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| 9 | **PRODUCTION:**  - Meaning  - Types  - Effective of production on environment/society. | **DISTRIBUTION:**  - Licensed chemical vendors.  - Handling and distribution of chemical.  - Effect of wrong handling chemicals.  - When production ends. | **HOW TOMAKE COMPLAINTS:**  - Meaning  - Justification.  - Unjustified complaint  - Steps in lodging a complaint. |
| 10&11 | **REVISION** | **BANK SERVICE:**  \* Commercial Bank.  - Definition.  - Banking Services  - Ethical issues in banking. | **HOW TO MAKE COMPLAINTS:**  - Writing a complaint letter.  - Reasons of borrowing complaint cards.  - Procedures for burning chemicals not suitable for use.  - Reasons for restricting chemicals not suitable for use. |
| 12 | **EXAMINATION** | **REVISION & EXAMINATION** | **REVISION** |

HAUSA LANGUAGE(AJALI DAYA/1ST TERM)

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| MAKO/  WEEK | AJI DAYA | AJI BIU | AJI UKU |
| 1 | Gabatarwar da koyar Harshen Hausawa | Bitakanaikokinajidaya | Bita a kanaikokinajibiyu |
| 2 | LabarinKasashenHausawa (LabarinBayajida) | Mufuradi da jami | Gabatarwa da rubutunwasikarmisalai  - Adireshinmarabuci  - Gaisuwa.  - JikinWasikar  - ka idoji n rubutu.  - karewa |
| 3 | DalilinKoyarwaHausawa (Harshenabiyu) | “Suna” | Rubutunwasika.  Misali-zuwauba  - zuwagamallami  - zuwagaaboki  Da sauran |
| 4 | HarrufanHausawakamar  A, B, ʳB, C, D, ʳD. | “Suna” II | Hira/Tadi  i) A aji (TSakaninmalami da dalibai)  ii) A kasuwa  iii) A Makaranta. |
| 5 | HarrufanHausawaII  (Baka kedaWasuki)  B, - ʳB, B, C, D,----  W- A, E, I, O, U. | Kirga.  ‘Dubudayaz’uwadubugoma. (1000 – 10,000) | Wakar Yara.  i) A bobo a bobo -a ban suwe  ii) Carimandudu, carimagade |
| 6. | Harrufamasukugiya. | Wakilinsuna | Wasanyara.  i) kamar – Na gajeni  ii) Gidangwaro – Me ake da jinni |
| 7 | Gaisuwarna ‘Kullum-Kullum  - Na safe  - Na Rana  - Yamma  - Na dare. | Gina jimlolin da Wakilinsuna | Labarum dagalittatafain  Hausa misali  i) Gizo da maciji  ii) Biri da Gizo da sauransu |
| 8 | SashenKalmakamar -  Ba, Be, Bo, - dss | Wasan Yara | Aunafahimta  a) Aunafahimta  b) Ma’anarfahimta  c) Ire-irenfahimta  d) Game da HIV  e) Game da shanmiyagun |
| 9 | Wakaiilmi, misali -  Aboki mu tafimakaranta.  - Karatu da zaki | SunanyenAbubuwa. (Dabbobin)  ii. Gina jimlolin da dabbobin | Aunafahimta II  - Na fashada da kukire-kirkire  - Fasahar  - Kwomfuta da sadarwa. |
| 10 | SunayenAbubuwa  (AbubuwanMakaranta) | Kalmomi da kishiyoyin  (AbubuwanMakaranta) | Karantadagalittatafaina Hausa |
| 11 | Bita a kandarasunasashen | Bita | Bita a kandarasunasashen |
| 12 | Jarrabawa | Jarrabawa | Jarrabawa |

IGBO LANGUAGE J.S.S. 1-3(1ST TERM)

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| WKS | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | IGE NTI NA IKWU OKWU  UdaasusunaNsoroedideigbo  1. Udaume.  2. Mgbochiume.  3. Myiriudaume  4. Akaraedemede | ONU OGUGU 1-800 SITE N’OUT RUE NARI ASATO  1. Onuogugu site n’out rue nariasato  2. Ntinyeonuogugun’ahiriokwu.  3. odideonuogugu. | NZACHASI NA MMUGHARI IHE ELERE N’ULE  1. Ha ga-aghotaihendiufoduajuru ha n’ule mam marakwaetukwesiriisizaaya.  2. ha ga-echetaihendi ha echetaghi dee mgbe an-ele ule. |
| 2 | 1. Ikowandi bun di igbonaasusu ha  2. Agbataobindiigbo  i) ebe di icheichebu ala igbo  ii) Ndiagbata obi ha  iii) Akuko di icheichegbasaraebe ha simalite.  iv) Ihendiozo e jiri mara ndiigbo dika asusu, ejiji, egbugbudzg | OGUGU NA AGHOLAASA BANYERE NRUBEIZI NDEBE IWU  1. Ogugu  2. Nkowaihebunrubeisinandebeiwu  3. Uche umuakabanyereihe ha guru. | ORUOBERE NA ORU UMUAKA  1. Oruobereumuaka  2. Okenaoruumuaka  3. Uruinyeumuakaoruobere ha  4. Umuakai ma okeenaoru ha. |
| 3 | IJI MKPURU EDEMEDE MEBE MKPURUOKWU  Iji a – aka  ch – ocha  e – efere  kw – akwa  u – ulo | AKWUKWO AGUMAGU A HOPUTARA (IDUUAZI)  1. Oguguakwukwo a hotara.  2. nkowaisiokwu din a ya.  3. Nkowaokwuufodu di n’akwukwo.  4. Agwaufodu di n’akwukwo a guru.  5. Uche umuakabanyereisiihe a guru naagwaufodu. | AKWUKWO AGUMAGU A HOTARA (EJIJE)  1. Oguguakwukwo a hotara.  2. Nkowaihe ana-ekwumakaya.  3. Nkowaokwuufodu di n’akwukwo.  4. Agwaudodu di n’akwukwo a guru.  5. Uche umuakabanyereisiihe a guru naagwaufodu. |
| 4 | AHIRIMFE  i) Nkowankwe  ii) Ahirimfenkwanankenju | NKEJIASUSU  i) Nkpoaha  ii) nnochiaha  iii) Ngwaa  iv) Njiko  v) Mbuuzo  vi) Nkwuma | OGUGU NA AGHOTA-AZA BANYERE IJI MMADU ATU MGBERE  i) ogugu  ii) Nkowaihebuijimmaduatumgbere  iii) Uche umuakwukwobanayereihe ha guru |
| 5 | NRUKORITA ORU NA URUO BARA  i) Nkowanrukoritaoru  ii) inyeomumaatu  iii) Ikwoauru din a nrukoritaoru | AKUKO IFO  i) Akuko di icheiche dika nkeokike, nkena-akuzieziomume.  ii) ihemmuta | IDE LETA  i) Udi leta di icheicheiche.  ii) Ikwumpagharadiicheiche  iii) Ikwuetuesiahazileta.  iv) Ide udileta di icheiche |
| 6. | AHIRIMIFE  NTUGHARI AHIRIOKWU -  i) Nkowaahirimfe.  ii) Ahirimfenkwenankenju.  iii) Ntughariahiriokwu. | UDI AHIRIMFE  AhirimfeZiputara  i) Ndiugbu a.  ii) Ndinazu.  iii) Ndinihu | EDEMEDE ONWE  i) Ikowaiheedemede bu.  ii) Mara usoroesiedeedemede  iii) Ikowaonwe ha n’otun’otu |
| 7 | AHUIKE NDI NTOTOBIA  i) Nkowandintorobia.  ii) Mgbanwen’ahunmuntorobia.  iii) Oria ufodunaemetundintorobia.  iv) Uzomgbochioriandi a. | KOLO DI ICHE ICHE  i) Ihebukolo.  ii) Udi kolo di icheiche  iii) I nweemmasinakolo | AKWUKWO AGUMAGU A HOPUTARA (ABU)  i) Oguguakwukwo a hoputara  ii) Nkowaisiokwuakwukwona-ekwumakaya.  iii) nkowaokwuufodu di n’akwukwo.  iv) Agwaufodu di n’akwukwoaguru  v) Uche umuakabanyereisiihe a guru naagwaufodu. |
| 8 | AKWUKWO AGUMAGU A HOPUTARA (EJIJE, ABU MA O BU IDUU)  a) Oguguakwukwo a hotara.  b) Nkowaisiihe a na-ekwumakaya.  c) Mkpuruokwu/ahiriokwuufodu di n’ihe a guru.  d) Agwaufodu di n’ihe a guru  e) Uche umuakabanyereisiokwunaagwaufodu. | IHUOKWU NAAZUOKWU  a) ihebuihuokwunaazuokwu  b) Ghotamgbe a gwara ha okwunaazuokwu  c) Uruijiihuokwunaazuokwuekwuokwu | AKPAALAOKWU  a) Akpaalaokwu di icheiche.  b) Nkowa ha  c) Nziputa ha n’ahiriokwu  d) Uru ha bara. |
| 9 | ONUOGUGU (1-500)  - Onuogugu site n’out rue nariise.  - Itinyeonuoguguahiriokwu.  - Odideonuogugu. | IHE NDI OZO UMUAKWUKWO KWESIRI IMUTAKURU DIKA NTUGHARI AHIRI OKWU NA OKWU  - Ihebuntughariokwu.  - Uzoesiesinabekeetughariaokwunaigbo | ORU ‘NA’ N’AHIRIOKWU  - Oru di icheichenaaru.  - Ebe ‘na’ na-aruoru di icheiche.  - Ahiriokwu di icheichena-egosiputaoru ‘na’ dika mbuuzo, njiko, njemakangwa. |
| 10 | Mmughariiheemerena tam | Mmughariiheemerena tam | Mmughariiheemerena tam |
| 11 | Ule | Ule | Ule |
| 12 | Ule | Ule | Ule |

EDE YORUBA(L1, L2, L3)(SAA KIN-INNI)

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| OSE | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **ISE** | **ISE** | **ISE** |
| 1.1 | **Alifabęęti Yoruba**  (a) konsonanti: b, d, f, g, gb, abbl.  (b) FawęliAiranmupe: a, e, ę, i, o, ǫ, u.  (d) FawęliAranmupe: an, ęn, in, ǫn, ύn | **Atunyewoiroede:**  i) IroKonsonanti  ii) IroFaweli | **Ede:**  Atunyewofonolojiede Yoruba |
| 1.2 | **ItanIsedale Yoruba**:  (a) Itanisedale Yoruba lati iluMeka de Ile-ife.  (b) Itanisedale Yoruba lati ori Oduduwa niIle-ife | **Atunyewo as to jeyoninuiseolodun kin-inni bi i:**  i) Ikini  ii) Ogesiseabbi | **Asa:**  Asa isinkuniile Yoruba |
| 1.3 | **OrikiLitireso:**  (a) Litireso-Saajumo-on-ko, mo-on-ka.  (b) OrikiLitiresoniede Yoruba.  (d) AwoniwuloLitiresolawujo Yoruba. | **Litireso:**  Atunyewoawonewialohun Yoruba to jeyoninuiseoldun kin-inni | **Litireso:**  Ewialohunafemesinabalayebii, ijala, Ere-ode, Iwi Egungun, Oya pipe abbi |
| 2.1 | **Ami ohunlorioro**  Onisilebukan:  (a) Alayesokiloriorisiiohunmeteeta:  Ohunoke (/)  Ohunisale ( )  Ohunaarin (-)  (b) Ami ohunlorioroonisilebukan.  Apeere: lo, wa, gba. | **Eyagbologun nipa ise won:**  i) Golohunibeere  ii) GbolohunAse.  iii) Gbolohunkani  iv) GbolohunAyisodi | **ArokoAlalaye** |
| 2.2 | **Ile-Ife saajudide**  **Oduduwa atiidagbasoke to baawujonaa** | **Asa igbeyawoniile Yoruba:**  i) Ifojusode  ii) Iwadii  iii) Alarinaabbi | **Asa:**  Ogun pipin |

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| 2.3 | **IrufeLitireso Yoruba**  (a) Ohuntilitireso je  (b) Eka tilitireso Yoruba pin si  (d) Awononati eka Yoruba kookan pin si | **Litireso:**  Asayaniwe, Ayoka. | **Litireso:**  AwonewialohunAjemesinabalayebii:  Iyereifa, Sango pipe, Esu pipe. |
| 3.1 | **Amin ohunlorioroonisilebumaji:**  Ami ohunloriKonsonantiaranmupeasesilebubii: konko, Gbagan, Oromboabbi | **Eyagbolohun nipa ise won:**  i) GbolohunOnibo  ii) GbolohunAsapejuwe  iii) GbolohunAsaponle  iv) GbolohunAsodoruko | **Ede:**  Atunyewoawonapolaninugbolohunede Yoruba (ApolaorukoatiApola Ise) |
| 3.2 | **Awoneya Yoruba:**  (a) Ibiti won tedosi.  (b) Orisiieya Yoruba bii- Egba, Ijesa, Awori, Ekiti abbi.  (d) IpinletieyakookantedosiniOrile-edeNaijiria. | **Asa igbeyawoigbalode:**  i) Soosi  ii) Yigisiso  iii) Kootu | **Asa:**  Asa to suyoninuawonewialohunti o je moesinabalaye – ijala, iwi Egungun, Sango pipe, Oya pipe. |
| 3.3 | **Awonohun to yaLitiresosotosiedeojoojumo.**  Bii: Owe, Akanlo-ede, Afiwe, Awitunwiabbi. | **Litireso:**  Asayaniwe (ayoka) | **Litireso:**  Asayanapileko. |
| 4.1 | **Silebu:**  (a) Ohuntisilebu je.  (b) Darukoihunsilebu Ede Yoruba.  (d) **Ihunoroonisilebukan.Apeere: I-le, Na-an, a-je abii** | **Eyagbolohun nipa ihun won:**  i) Gbolohun Abode  ii) Gbolohunolpoporoise  iii) GbolohunAlakanpo | **Ede:**  Gbolohunede Yoruba |
| 4.2 | **Ikininiaarineya Yoruba: I**  (a) Pataki Ikininile Yoruba  (b) Ipotiomokunrinatiomobinrin maa n waniasikoti won n kiagbalagba.  (d) Ikiniojoojumoatiidahun | **Ise Akanse (Project):**  i) Ise awujo Yoruba bi i: Eni hihun, ikokomimo, irinriroabbi | **Asa:**  Atunyewoawon Ere idarayaile Yoruba bi Bojuboju, Okototita, Ayo tita, Gbadigbadii. |
| 4.3 | **IpatiLitireso n ko lawujo Yoruba, bii: idanilaraya, ikonnilogbon, iwure, ikiloiwaabbi.** | **Ewialohun to jemoayeye:**  Ekuniyawo, Dadakuada, Orin Etiyeri, Oku pipe, Igbalaabbi | **Litireso:**  KikaiweLitiresoapilekotiijoba yan. |
| 5.1 | **Akoto ede-oni:**  (a) Ohuntiakoto je.  (b) Odunti a gbe Akoto ti a n lo lowo jade fun lilo.  (d) Pataki atunsekikoede Yoruba sile lodeoni, kikosipeliatijoatisipeli ode-oni | **Onka Ede Yoruba:**  Ookanlelugba de OOdunrun (201-300) | **Ede:**  Atunyewoawoneyagbolohunedd Yoruba. |
| 5.2 | **Ikininiaarineya Yoruba II**  (a) Ikiniatiidahun fun awonasiko bi i: oginnintin, igbaotutu, ojo, oye, abbi  (b) Ikiniatiidahun fun awonosisebii: Agbe, Akope, Alaro, Onidiri, abbi  (d) Ikiniatiidahun fun awoneniyanotootobii: Oba, Aboyun, Abore, abbi | **Ise akansekanniawujo Yoruba:**  (Projest Practice) | **Asa:**  Atunyewoasairan-araeni-lowo – Owe, aaro, ebese, esusu, ajo. |
| 5.3 | **LitiresoAlohun to je moayeye bi i: Rara, Ege, abbi**  (a) Agbegbeibiti a ti n lo won.  (b) Iruayeyeti a n lo okookan won fun  (d) Alayesokiloriokookan won. | **Litireso:**  Asayaniwe (Ayoka) | **Litireso:**  KikaiweLitireso to ijoba yan. |
| 6.1 | **Iwuloede Yoruba:**  **-** Ohun tie de je.  - Awoniwuloede Yoruba bi i: Oro asirisiso, orinkikoniileijosin, Adura tabi Iwureabbi | **Onka Ede Yoruba:**  Ookanleloodurun de Eddegbeta (301-500) | **Ede:**  Gbolohun Abode. |
| 6.2 | **LitiresoAlohun to je moesinibile.**  B.a: ese-Ifa, Sango pipe, Oya pipe, Ijalaabbi | **Asa itojuoyunnionaabinibiati ode-oni:** | **Asa:**  Itesiwajuloriasairan-ara-eni-lowo. |
| 6.3 | **Asa: “Iwuloede {Orin kiko, ewi kike, orosiso}** | **Litireso:**  Asayaniwekika | **Litireso:**  KikaiweLitiresotiijoba yan. |
| 7.1 | **Onka Yoruba (1 – 100):** ItumoOnkaetoonka: Aropo (+) Le, iyokuro (-) din, isodipupo (x) lona | **Akaye** (Olorogeere/wuuru) | **Ede:**  Awe gbolohunede Yoruba. |
| 7.2 | **Bi asasejeyoninuede Yoruba:**Ikini, Asowiwo, Iwaomoluabi, Iranra-eni-lowoabbi | **Omobibi:**  Itojuikoko, oroidile | **Asa:**  Awonorisaile Yoruba. |
| 7.3 | **AwonLitiresoApileko:** ItanArokoOlorowuuru | **Asayaniwekika** | **Litireso:**  KikaiweLitiresotiijoba yan. |
| 8.1 | **AwonLitiresoApileko- ItanAroko:**Itaninuiwe, Awoneda-itan, ifiwawedaabbi | **Akaye (onisoro-ngbesi)** | **Ede:**  Atunyewo awe gbolohunede Yoruba (Oloriati awe gbolohunafarahe) |
| 8.2 | **Atunyewoonka lati 1-100 ookan de ogorun-un:**  1. Ise siseloriarpo (+) atiiyokuro (-) awonfigo | **Asa Isomoloruko: Layeatijo:**  i) Ojoti Yoruba n somolorukolayeatijo.  ii) Awonohuneloisomolorukolayeatijo  iii) Orisiirisiorukoti Yoruba n somolayeatijo. | **Asa:**  Orisa Ogun |
| 8.3 | **Iwekika:** LitiresoApilekoitanArokoOlorowuuru | **AsayanIwekika** | **Litireso:**  Kikaiwetijioba yan |
| 9.1 | **Isorioroninugbolohunede Yoruba:** Oro oruko, oro-ise, oro-aropoorukoabbi | **Ede:**  Akoto (Ipinnuloriakoto 1974) | **Ede:**  Ibasepolaarin awe gbolohunmejeeji |
| 9.2 | **Asa Isomoloruko:**Ohuneloisomoloruko, orisiirisiiorukobii: Abiso, idile, Amutorunwaabbi | **Asa Isomoloruko:**  Igbagbo Yoruba nipa orisirisiiorukoniile Yoruba. | **Asa:**  Orisa Sango atiIfa-Orunmila. |
| 9.3 | **AwonLitiresoApileko: Ere-Onise (Dirama)** | **AsayanIwekika** | **Litireso:**  KikaiweLitiresotiijoba yan. |
| 10.1 | **Aroko-orikiati liana kikoAroko.** | **Ede:**  Akoto (Ipinnuloriakoto 1974) |  |
| 10.2 | **Asa Isinku:** Ohuneloisinku, Awonigbese/ilanaisinku, OrisiiokusisinnileYoruba bi i: Oku oba, Abuke, Aboyunabbi | **Asa Isomoloruko:**  Igbagbo Yoruba nipa orisirisiiorukoniile Yoruba. |  |
| 10.3 | **AwonLitiresoApileko: Ewi** | **AsayanIwekika** |  |
| 11.1 | **ArokoatonisonaAlapejuwe: Ile-iwe mi.** |  |  |
| 11.2 | **Oyejijenile Yoruba:** Awonohunelooyenile Yoruba |  |  |
| 11.3 | **EwiApileko:** ‘isenioogunise. |  |  |
| 12 & 13 | **Idanwosaayi** |  |  |

PRE-VOCATIONAL STUDIES (1ST TERM)

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| WKS |  | J S S 1 | J S S 2 | J S S 3 |
| 1 | HOME ECONS | **Introduction to Home Economics:**  - Meaning of Home Economics  - Areas of Home Economics  - Relationship of Home Economics to other subjects. | **Revision of last Terms work:**  - Puberty  - Family needs, goals, standards  - Production of clothing and household articles/crafts  - Healthy feeding and eating practices, etc. | **Textile: Types, Properties, Production. Uses and Care**  - Definition of textile with examples.  - Basic Textile terms e.g. fibre, yarn, warp, weft.  - Reasons for studying textile. |
| 1 | AGRIC.SCIENCE | **Revision of Last Term’s work:**  **Importance and Forms of Agricultural:**  - Meaning of Agriculture.  - Evolution of Agriculture | **Revision and General cleaning:**  - Problems of farm manager. | Revision and Cleaning.  Animal Diseases. |
| 2 | HOME ECONS | **Home Economics and National Development:**  - Career opportunities in Home Economics.  - Career requirements in Home Economics.  - Importance of Home Economics to the individual, family and nation. | **Myself as a Homemaker:**  - The Homemaker.  - Characteristics/qualities of a homemaker. | **Textiles: Properties, Care, Uses.**  - Importance of textiles.  - Differences between natural and synthetic fibres.  - Properties, care and uses of fibres. |
| 2 | AGRIC.SCIENCE | **Importance of Agriculture:**  - To the individual farmer.  - To the Nation.  - To the community. | **Farm Structures and Building:**  **-** | **Packaging in Agriculture:**  - Criteria for packaging.  - Definition and reasons fro packaging.  - Advantages and disadvantages of packaging.  - Examples of packaging (items trays) etc. |
| 3. | HOME ECONS | **The Human Body:**  - Structure and parts of the hair and eye.  - Functions of the hair and eye.  - Care and grooming of the hair and eye. | **Myself as a Homemaker:**  - Responsibilities of a homemaker.  - Home-making activities, e.g. arranging flower, cleaning, trimming overgrown flower bes, etc. | **Textiles: Production, Uses, Care.**  - Production of textiles e.g. woven table mat.  - Laundering of fabrics. |
| 3 | AGRIC.SCIENCE | **Importance of Agriculture (Contd.)**  - Emphasis should be laind on importance to the Nations Economy. | **Siting of farm and layout of farm structures:**  - Factors guiding siting of farm structure.  - Factors guiding layout of farm structures.  - Importance of siting farm structures. | **Branding:**  **-** Definition, Advantages and Disadvantages. |
| 4 | HOME ECONS | **The Human Body:**  - Structure and parts of the Ear and Nose.  - Functions of the Ear and Nose.  - Care and grooming of the Ear and Nose. | **The Family House:**  - Functional areas in the family house, e.g. toilet and bathroom, dinning room, sitting room, kitchen and food store etc.  - Uses of functional areas in the family house. | **Sewing Machine:**  - Types and parts of the sewing machine.  - Factors that influence choice of a sewing Machine.  - Care of sewing machine. |
| 4 | AGRIC.SCIENCE | **Forms of Agriculture:**  - Types of Agricultural practices in localities, pastoral, arable, etc. | **Cultural Practices:**  - Definition of Cultural Practices Pre-planting operations- Harrowing, ploughing, ridging etc. | **Pricing:**  **-** Definition, Pricing Policies.  - Factors affecting price of agricultural product.  - Price determinants: Cost of production, quality of produce, etc. |

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| 5. | HOME ECONS | **The Human Body:**  - Structure and parts of the skin.  - Functions of the skin  - Care of the skin. | **The Family House:**  - Equipments and materials for the maintenance of the family house.  - Guidelines for the care of the house  - Procedure for the maintenance of functional areas of the family house. | **Garment Construction Process**  - Terms peculiar to garment construction e.g. facing, hems, openings, fastening, etc.  - Making of a simple baby dress using the sewing machine. |
| 5 | AGRIC.SCIENCE | **Forms of Agriculture:**  - Crop farming, Horticulture. Livestock farming, Apiculture, Fishery and Heliculture. | **Cultural Practices:**  - Planting operations  - Planting/sowing.  - Thinning, spacing, depth.  - Supplying planting distances, etc. | **Advertising: Definition**  **-** Basic concepts.  - Roles of advertising. |
| 6. | HOME ECONS | **The Human Body:**  - Structure of the Teeth, Hands and Feet.  - Care of the teeth, hands and feet. | **Flower Arrangement:**  **-** Types of flower arrangement.  - Uses of flower in the functional areas of the family house. | **Basic Stitches involved in cutting and joining of crossway strips:**  **-** Meaning of Crossway strips.  - Steps involved in cutting and joining of crossway strips. |
| 6. | AGRIC.SCIENCE | **Fishery and Heliculture(Snailry), Appiculture (Bee Farming):**  - Preparation of Honey. | **Cultural Practices:**  - Post planting.  - Fertilizer application.  - Harvesting.  - Storage  - Processing | **Types of Advertising:**  **-** Informative, Persuasive, Competitive, Mass and Specific Adverisement. |
| 7. | HOME ECONS | **Good Posture and Exercise:**  - Meaning of posture and exercise.  - Importance of good posture and exercise.  - Guidelines for maintaining good posture and exercising the body. | **Flower Arrangement:**  - Arrangement of different shapes of flower for the use in the functional areas in the functional areas in the family house e.g. oval, round, vertical, crescents, horizontal, triangular, etc. | **Arrangement of Fullness:**  **-** Gathers, pleats, tucks. |
| 7. | AGRIC.SCIENCE | **Crop plant Forms:**  - The different parts of plant.  - The shoot, leaves, roots, flowers | **Agricultural Practices Definition:**  - Farming systems (Mixed farming, etc.)  - Cropping systems: Mono cropping, sole cropping, mixed cropping, etc. | **Methods of Advertising Direct and Indirect:**  **-** Factors influencing buying decision.  - Advertising media i.e. the press, newspaper, television, radio, cinema, bill board, exhibition, etc. |
| 8. | HOME ECONS | **Healthy Feeding and Eating Practices:**  - Healthy feeding practices include eat adequate diet, use of food in season, etc.  - Healthy eating habits like washing hands before and after eating, keeping mouth closed while eating, chewing food properly etc. | **Care of Family Clothing and Household Linen:**  - Types and uses of household clothing.  - Factors that enhance the selection of household linen. | **Arrangement of Fulness:**  - Smoking, easing, darts.  - Uses of smoking, easing, darts. |
| 8 | AGRIC.SCIENCE | **Plant Forms:**  - Types of aquatic plant. | **Agricultural practices continued.** | **Methods of advertisement (Continued)** |
| 9 | HOME ECONS | **Healthy and Eating Practices:**  - Effects of unhealthy feeding.  - Practices e.g. margemus, kwarshiorkor, obesity etc.  - Effects of unhealthy eating habits e.g. stomach upset.  - Food additives: uses, misuse and defection. | **Care of Family Clothing and Household Linen:**  - Clothiing repairs.  - Equipments for clothing repairs. | **Dress Sense:**  - Meaning of dress sense, figure.  - Suitable patterns and designs for each figure types. |

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| 9 | AGRIC.SCIENCE | **Classification of crops:**  - Based on their life span.  - Annual biannual perennial and epherenial and ephemerals.  - Based on their uses.  - oil crops, etc. | **Field Work:**  **-** Students are to practice all they have been taught on the field. | **Excursion to an Agricultural Farm and Stores.** |
| 10. | HOME ECONS | **Healthy feeding and eating practices:**  - Food contaminants.  - Harmful substances that should not be consumed e.g. banned additives, spoilt fruits, undercooked fod etc,  - Meaning of drug abuse.  - Effect of drug abuse in the body. | **Care of Family Clothing and Household Linen:**  - Clothing storage.  - Maintenance of household linen. | **Types of Occasion and Suitable Dress for each occasion:**  - Dress accessories. |
| 10 | AGRIC.SCIENCE | **Revision.** | **Revision.** | **Revision.** |
| 11. | HOME ECONS | **Revision.** | **Revision.** | **Revision.** |
| 11 | AGRIC.SCIENCE | **Revision & Examination** | **Revision.** | **Revision.** |
| 12 | HOME ECONS | **Examination** | **Examinations.** | **Examinations.** |
| 12 | AGRIC.SCIENCE | **Exanination.** | **Examinations.** | **Examinations.** |

FRENCH J.S.S. 1 (1ST TERM)

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| WKS | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | **Saleur:** Des expressions de salutation:  Bonjour, Bonsoir, bonne nuit monsieur/madame/mademoiselle:  - Salut Jumoke/tout le monde!  - ca va!: comment ca va?  - comment vas-tu?  -comment allez-vous?  **PENDRE CONGE:**  Au revoir: A tout a L’heure. A demain.  Bonne journee. | **LA REVISION:**  Le travail de JSS 1 | **LA REVISION:**  Le Travail des trimester dermier  - et les questions de l’examen dernier. |
| 2 | **EPELER LES MOTS/ECRIRE UN MOT/EPELE:**  - Comment ca s’ecrit?  - Eppelle, s’ilte plait.  - Epelez, s’ilvous plait.  - L’alphabet. | **PARLERDU CARACTERE DES GENS:**  Vocabulaire et expressions utilescomme:  Honnete/malhonnete Ruse(e)/intelligent(e)  Poli(e)/impoli(e), Timide/courageux(se) etc.  Ex: Cet homme esthonnete  Cette femme estpolie  Ces garcons sontcourageux, etc. | **PARLER DES PROFESSIONS VARIEES.**  Les mots suivants: plombier, l’avocat, l’ingenieur, le medecin, l’infirmiere, le pilote, le mecanicien, le chauffeur, le journaliste. |
| 3 | **SE PRESENTER:**  Demander et donner: son, mom. Son prenom, sanationalite, son adresse, languesparlees.  - Comment tut’appelles?  - Que lest ton/votre  nom de:  - famille?  - Prenom?  Mon nom/prenomest ………  Quelle est ta/votrenationale?  Je suis ……….  Qu-est-ce que tuhabites?  Ouhabites-tu?  Je parle + Languesparlees. | **PARLERDE PHYSIQUE DE QUELQU’UN:**  - ll/Elle a les/des yeux noirs/bruns etc.  - ll/Elle a le/un nez long/pointu  - ll/Elle a le/un teint noir/clair/bruns.  Son visage estrond/ovale etc.  Ce monsieur est beau.  Cette fille est belle at grande etc. | **PARLER DES LIEUX TRAVAIL** Les expressions et les mots suivants:  …..(Le metier) travaille au/a la,/ a l’……..(le lieu)  Ex: Une/le banquiertravaille a la banque, l’usine, l’atelier, boulangerie, boucherie, boutique, librairie, bureau, poste, mer/rivier e marche/cour de justice, poste de poste etc. |
| 4 | **PRESENTER LES MEMBRES DE LA FAMILLE PROCHE:**  Je te/vouspresente ……..  Mon pere/frere, oncle,  Ma mere/soeur/tante etc.  Voici/voila ………..  II/Elless’appelle ……….  II/Elle est ………… | **PARLES DE SON ECOLE**  Expression de presentation:  - Comment s’appelle ton ecole.  Mon ecoles’appelle ……… ll y a….. (nombre de) classes, batiments, le jaddin, la bibliotheque, le terrain/des enseignants/le dortoir/ le proviseur/la directice.  Mon ecoleestgrande/petite.  Elle est proper/sale etc.  - Mentionner les objets dans la classe. | **DECRIRE PLUS PRECISEMENT:**  - Le physique.  - La personalite.  - La position sociale d’un personne:  - II/Elle a les/des yeux noirs etc.  - II/Elle a le/un nez long/pointu  - II/Elle a un visage rond/ovale.  - II/Elle estsympa/sympathetique/ desagreable, mechant(e).  -II/Elle estdirecteur(trice) de …..  - II/Elle goveneur/senateur/ fonctionnaire/commissionaire/ ministre ……..  - C’est le fils de…….  - C’est la soeur de  - C’est la femme |
| 5 | **DECRIRE DES TRAITS PHYSIQUES:**  - Vocubulaire et expressions comme;  -grand(e), petit(e) noir, clair, mince, corpulat(e), elance(e), beau, belle, court(e), gros(se), laid(e).  - Je suis ……..  - J’ai le teint ……..  - je ne suis pas beau ……… | **PARLER DE SA MAISON:**  - Ou se trouve ta maison?  Ma maison/elle se trouve a ……. (le lieu).  - Comment est ta maison?  Ma maisonestjolie/petite/grande/sale/ proper.  Elle a un/deux salon(s) et ………..  (nombre de) chamber(s). etc.  ll y a de la television, la video, etc. (les objets dans la maison) | **DECREE LES QUALITES ADMIRABLES**  Les caracteristiquesadmirables  charmant(e), chaleureux(se), sympathique, formidable, mignon(ne), fantastique, adorable honnete, magnifique.  J’aime …….il/elleest ……….  J’aime beaucoup ……il/eleest …  Pourquituaimes …… ?  J’aime …… parcequ’il/elle ……. |

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| 6. | **PARLER DES CARACTERISTIQUES PERSONNELLES:**  Vocabulaire et expressions comme:  - timide, amusante, souriante(e), gentil(le), honnete, chamant(e), bon(ne), courageux(se), mauvais(e) etc.  - Je suiscourageux(se)  - Je ne suispastimide | **EXPRIMER L’APPRECIATION:**  Expression utiles: comment troues-tucette chemise?/cettepersonne?  - J’aimecette chemise.  - J’aimeassez ………..  - J’aime beaucoup ………..  - J’adoreMonsiuer/Madame ……….  -llest beau/joli/amusant/drole/mignon.  -C’set beau/joil etc.  -Elle estjoile/belle/mignonne/drole/adorable  /amusant/gentille. | **PARLER DES GENS QUE L’ON ADMIRE BEAUCOUP:**  Expression et vocabulaire lies aux qaulites que l’on admire:  bon(ne), gentil (le), honnete, prudent(e), intelligent(e)  les verbes: aimer, adorer, admirer. |
| 7 | **DECRIRE QUELQU’UN**  - II/elleest comment?  Comment est-il/elleressemble?  - A quoi il/elleressemble?  ll/ellen’est pas ………  II/elle a le teint …….. (masculine)  et feminine des adjectifs suite) | **EXPRIMER LE JUGEMENT** (Condemnation).  - Vousaimez ………….?  - Tu aimes ……….  - Comment trouvez-vous/trouvestu ………. ?  - Je n’aime pas ………..  - Je n’aime pas bauecoup ……….  - Je n’aime pas du tout ………….  - Je deteste …………..  C’est/il est horrible, mauvais, mechant, dangereux/detestabile. | **NOMMER LES MALADIES**  Les maladies courantes: la fieves, le paludisme, la fievre jaune, la dysenterie, le cholera, la toux, la gripple ebola, la rougeole, la diarhee, la tuberculose, etc. |
| 8 | **PARLER DE SES VETEMENTS:**  - Qu’est-ce que tuportes?  - Qu’est-ce que vousportez?  - Qu’est-cequ’ll/elleporte?  - Je porteunejupecourte.  - II/elleporte un pantalon noir.  - Marobeestjolie.  - Sa jupeest longue  - les couleurs | **INVITER ET ACCEPTER/REFUSER UNE INVITATION**  - Vousvoulez diner/danser/aller au cinema avec moicesoir/demain/week-end?  - Vousetes/tu es libre ………..?  - Oui, merci/oui avec Plaisir.  - Non, merci/je suisdesole(e)/Je regretted, Je ne peux pas ………..  - Je ne suis pas libre/je suisoccupe(e). | **DISCUTER LES CAUSES:**  Les causes: les moustiques (plaudisme, l’eau sale) contaminee (cholera), (typhoid) Nourrituregatee/purie (diarrhee et dysentrie) froid (grippe) trop de travail (fatigue) absence generaled’hygiene (lusieurs maladies) |

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| 9 | **IDENTIFIER LES PARTIES DU HUMAIN:**  **VOCABULAIRE/EXPRESSIONS:**  - J’ai deux yeux.  - Je vois avec les yeux  - Je mange avec la main.  - J’ai deux mains et dix doigts.  - Voici mon nez.  - Je sens avec les nez  - J’entends avec les oreilles,  - J’ai deux oreilles, etc.  - Je parle avec la bouche etc. | **DIRE L’HEURE**  Tu as/vousavezl’heure?  Quelle heureest-il?  - II estuneheure.  - II est 2,3,4,5,6,7,8,9,10,11 heures.  - II est ….. heures et demie.  - II est ….. heure(s) moins le quart  - II est – heure(s) et quart  - II estuneheure et demie.  - Je vais a l’ecole a 7h. | **PARLER DES POPULATIONS AFFECTEES.**  Les mots/expressions utiles:  les enfants, les hommes adultes, les ruraux, les pauvres, tout le monde.  Ex: Les enfants souffrent de fievre/du paludisme/de iarougeole/de la diarrhee, etc.  Les jeunes – les maladies sexuellement transmissible etc. |
| 10 | **DECRIRE SON ENRONMENT:**  - Comment est ta classe? –Ma classeestgrande/petite/spaciuse.  - Ma classeest ……….  - Ma classeest proper/sale.  Belle/jolie/laide.  Elle n’est pas ………..  Elle a beaucoup de ………….  Elle n’a pas de ………….  Ma classe a quatre fenetres et uneporte etc. (les objets dans la classe) | **DEMANDER ET EXPLIQUER CE QUE L’ON FAIT A CERTAINES HEURES DE LA JOURNEE**  - Qu’est-ce que vousfaites/tufais a …… heures?  A six heurs, je prepare le petit dejenuer.  - Qu’est-ce que vousfaites/tufais le matin/dans l’apres midi/le soir/la nuit?  - Je vais a l’ecole a 7 heures etc. | **DIRE L’IMPORTANCE L’HYGIENE**  Mots et expression utiles: eviter les maladies, bilayer, sale, propre, pollution, bonne sante, longue vie, faire des economies, development rapide, proteger la famille, laver, les aliments, faire cuire la nourriture. |
| 11 | **La Revision.** | **La Revision.** | **La Revision** |
| 12 | **L’examen.** | **L’examen.** | **L’examen.** |

ARABIC J.S.S. 1-3(1ST TERM)

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| WKS | JUNIOR SECONDARY 1 | JUNIOR SECONDARY 2 | JUNIOR SECONDARY 3 |
| **TOPICS** | **TOPICS** | **TOPICS** |
| 1 | Revision and Teaching of new Vocabularies in Nouns and Verbs. | Revision Demonstrative Adjectives- This is a boy.  That is a man.  That (fem) is a girl. | Review of work (words and opposite) |
| 2 | Arabic Alphabets and Vocalisation (Arabic Vowels) | Definition and Indefinite Articles. | Adjective. |
| 3 | Arabic greetings and their corresponding occasions. | Formation of nominal sentences e.g. The School is big, The pen is long. | Cleaniless (Importance of cleanliness) |
| 4 | Special Arabic Rhythms. | A selected Arabic song (SHAJARA) | Arabic Rhythms (Composition on knowledge and work) |
| 5 | Short Arabic Vowels. | Adjective – Subject and Objects “Fill wa Fail” | Adverb condition joining Hamzh and the cutting of Hamzah. |
| 6. | Identification of occupation by Alphabets | Debate (Importance of water) | Identification of domestic items. |
| 7 | Elongated Arabic Vowels. | Punctuation marks (!)  Full stop (.)Question marks (?)Comma (,) | Composition (Newspaper) |
| 8 | Verbal Sentences e.g. “Katabal Muallim” | Arabic Composition (Goodness to Parents). | Weak letters and difficult Arabic pronunciation. |
| 9 | Nominal sentences e.g. “The students is sitting”. | Passage Reading (Importance of Arabic Language) | Principles of Arabcic grammar. |
| 10 | The Sun letters and Moon letters. | Conversation on Choice.  Topic: The Family , Market or Hospital. | Letter writing (Formal and Informal) |
| 11 | Words and opposites | Arabic pronunciation. | Passage reading (Importance of transportation. |
| 12 | Arabic Numerals (1 – 500) | **Revision** | **Revision.** |
| 13 | **Revision and Examination.** | **Examination.** | **Examination.** |