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 1Vocabulary 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) Coordinatingi. 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 + ayii) 3m + pq +3p + mpiii) a2 – b2iv) a2 – 2ab – b2b) 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.
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| 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-Electronicc) 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 historyImprtance 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 NigeriaIntroduction ,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** | SuratulFatihahChapter 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) Labellingii) Framingiii) Fixing- Display techniques:i) Categorizingii) Designing of spaceiii) 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,- QualitiesHow 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- zuwagaabokiDa sauran |
| 4 | HarrufanHausawakamarA, B, ʳB, C, D, ʳD. | “Suna” II | Hira/Tadii) A aji (TSakaninmalami da dalibai)ii) A kasuwaiii) 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 suweii) Carimandudu, carimagade |
| 6. | Harrufamasukugiya. | Wakilinsuna | Wasanyara.i) kamar – Na gajeniii) Gidangwaro – Me ake da jinni |
| 7 | Gaisuwarna ‘Kullum-Kullum- Na safe- Na Rana- Yamma- Na dare. | Gina jimlolin da Wakilinsuna | Labarum dagalittatafainHausa misalii) Gizo da macijiii) Biri da Gizo da sauransu |
| 8 | SashenKalmakamar - Ba, Be, Bo, - dss | Wasan Yara | Aunafahimtaa) Aunafahimtab) Ma’anarfahimtac) Ire-irenfahimtad) Game da HIVe) 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 OKWUUdaasusunaNsoroedideigbo1. Udaume.2. Mgbochiume.3. Myiriudaume4. Akaraedemede | ONU OGUGU 1-800 SITE N’OUT RUE NARI ASATO1. Onuogugu site n’out rue nariasato2. Ntinyeonuogugun’ahiriokwu.3. odideonuogugu. | NZACHASI NA MMUGHARI IHE ELERE N’ULE1. 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 ha2. Agbataobindiigboi) ebe di icheichebu ala igboii) Ndiagbata obi haiii) Akuko di icheichegbasaraebe ha simalite.iv) Ihendiozo e jiri mara ndiigbo dika asusu, ejiji, egbugbudzg | OGUGU NA AGHOLAASA BANYERE NRUBEIZI NDEBE IWU1. Ogugu2. Nkowaihebunrubeisinandebeiwu3. Uche umuakabanyereihe ha guru. | ORUOBERE NA ORU UMUAKA1. Oruobereumuaka2. Okenaoruumuaka3. Uruinyeumuakaoruobere ha4. Umuakai ma okeenaoru ha. |
| 3 | IJI MKPURU EDEMEDE MEBE MKPURUOKWUIji a – akach – ochae – eferekw – akwau – 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 | AHIRIMFEi) Nkowankweii) Ahirimfenkwanankenju | NKEJIASUSUi) Nkpoahaii) nnochiahaiii) Ngwaaiv) Njikov) Mbuuzovi) Nkwuma | OGUGU NA AGHOTA-AZA BANYERE IJI MMADU ATU MGBEREi) oguguii) Nkowaihebuijimmaduatumgbereiii) Uche umuakwukwobanayereihe ha guru |
| 5 | NRUKORITA ORU NA URUO BARAi) Nkowanrukoritaoruii) inyeomumaatuiii) Ikwoauru din a nrukoritaoru | AKUKO IFOi) Akuko di icheiche dika nkeokike, nkena-akuzieziomume.ii) ihemmuta | IDE LETAi) Udi leta di icheicheiche.ii) Ikwumpagharadiicheicheiii) Ikwuetuesiahazileta.iv) Ide udileta di icheiche |
| 6. | AHIRIMIFE NTUGHARI AHIRIOKWU - i) Nkowaahirimfe.ii) Ahirimfenkwenankenju.iii) Ntughariahiriokwu. | UDI AHIRIMFEAhirimfeZiputarai) Ndiugbu a.ii) Ndinazu.iii) Ndinihu | EDEMEDE ONWEi) Ikowaiheedemede bu.ii) Mara usoroesiedeedemedeiii) Ikowaonwe ha n’otun’otu |
| 7 | AHUIKE NDI NTOTOBIAi) Nkowandintorobia.ii) Mgbanwen’ahunmuntorobia.iii) Oria ufodunaemetundintorobia.iv) Uzomgbochioriandi a. | KOLO DI ICHE ICHEi) Ihebukolo.ii) Udi kolo di icheicheiii) I nweemmasinakolo | AKWUKWO AGUMAGU A HOPUTARA (ABU)i) Oguguakwukwo a hoputaraii) Nkowaisiokwuakwukwona-ekwumakaya.iii) nkowaokwuufodu di n’akwukwo.iv) Agwaufodu di n’akwukwoaguruv) 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 gurue) Uche umuakabanyereisiokwunaagwaufodu. | IHUOKWU NAAZUOKWUa) ihebuihuokwunaazuokwub) Ghotamgbe a gwara ha okwunaazuokwuc) Uruijiihuokwunaazuokwuekwuokwu | AKPAALAOKWUa) Akpaalaokwu di icheiche.b) Nkowa hac) Nziputa ha n’ahiriokwud) 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) IroKonsonantiii) 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) Ikiniii) 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) Golohunibeereii) GbolohunAse.iii) Gbolohunkaniiv) GbolohunAyisodi | **ArokoAlalaye** |
| 2.2 | **Ile-Ife saajudide****Oduduwa atiidagbasoke to baawujonaa** | **Asa igbeyawoniile Yoruba:**i) Ifojusodeii) Iwadiiiii) 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) GbolohunOniboii) GbolohunAsapejuweiii) GbolohunAsaponleiv) 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) Soosiii) Yigisisoiii) 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 Abodeii) Gbolohunolpoporoiseiii) 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) Awonohuneloisomolorukolayeatijoiii) 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 esthonneteCette femme estpolieCes 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/votrenom 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 caracteristiquesadmirablescharmant(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.** |