

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Spoken English Oral composition Skills I 1. Narrative	Students should be able to: narrate orally, using objects, picture etc.	1. Use of picture charts to develop a chart/narration. 2. Use of special words to bring out narrative elements in a discourse.	1. Hangs a picture on the chalkboard. 2. Discusses and event paying attention to pronunciation of 5 words and voice modulation.	1. Follow teacher's directives or examples. 2. Narrate based on the picture. 3. Pay attention to pronunciation stress and voice modulation.	1. Chalkboard 2. Objects 3. Picture 4. Charts 5. Dictionary	Students to: narrate the event in a chart.
	VOC. DEV. Vocabulary associated with the home	Students should be able to: 1. list words representing things in the home. 2. explain the meaning of home related words. 3. make sentences with the words.	Kitchen wares utensils, ward rope, living room, store, pantry, dining room, upholstery etc.	1. Guides students to make a list of items found in the home. 2. Leads students to explain in their own words the meaning of home related worlds.	1. Mention things in the home. 2. Explain the meaning of the words using the dictionary.	1. Chalkboard 2. Dictionary 3. Chart etc.	Students to: 1. list 5 items in the home. 2. list 3 items in the kitchen 3. make sentences with the words .
	Grammar Nouns – Numbers	Students should be able to: 1. define nouns 2. learn the rules for forming plurals. 3. form plural nouns.	1. State the rules for forming plural. 2. Forming plural nouns.	1. Uses short Passages and sentences to explain nouns. 2. Makes the students learn the rules for forming plural. 3. Leads students into forming of plural nouns.	1. Define Nouns 2. Form plural nouns orally. 3. Learn the rules for forming plural.	1. Chalkboard 2. Textbook	Students to: 1. state the rules for forming plural nouns. 2. define nouns 3. form plural nouns.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	READING COMPREHENSION Reading to comprehend word-meanings through context	Students should be able to: 1. differentiate between contextual and literal meanings 2. use their dictionary as an aid for findings levels of meanings. 3. use some words in making more sentences to bring out meaning contextually. 3. recognize when such words are used in other contextual situation.	1. Dictionary for initial word meanings and other levels of meanings of same words. 2. Selected passage to identify certain words and their contextual meanings. 3. Newspaper and magazine clippings with certain words underlined for identification of contextual usage note: Passages to be used should include topics of current issues such as: Agriculture, economy, National Food and Drug Administration and Control (NAFDAC).	1. Explains contextual word meaning as opposed to literal or surface or dictionary meaning 2. Illustrates the explanation practically using a text or sentences to bring out the difference between this level of meaning and the literal meaning. 3. Uses various materials such recorded text, students text etc.	1. Participate in the exercise by listening carefully to the teacher's illustrations. 2. Listen attentively to the teacher to get the difference between the literal and contextual meaning.	1. Chalkboard 2. Students text 3. Dictionary 4. Newspaper and magazine clippings	Students to: read passages selected from the materials available with words underlined for substitution in order to give some contextual meanings.
2	Vocabulary Associated with Family Life	Students should be able to: 1. mention correct words for relations. 2. identify the words representing activities relating to family life. 3. fill in gaps using family life words.	1. Uncle, Aunt, Nephew, Sister, Brother, Sister-in-law, Brother-in-law, Distant relative, Ancestor, Siblings, Next of kin etc. 2. Activities within the family: courtship, marriages divorce, burial, naming ceremony, engagement, fiancé, fiancée.	1. Leads students to mention the different kinds of people in the family. 2. Asks the students to explain in their own words the meaning of a particular relationship using a family tree.	1. Mention the different kinds of people in their family and what each stands for. 2. The students discuss and write about some activities in the family.	1. Tree diagram e.g. family tree 2. Story of a family	Students to: 1. list family life words 2. explain the meaning of fiancée, fiancé, aunt, uncle, nephew etc. 2. describe a naming/marriage ceremony they have witnessed. 3. fill gaps using family like words.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	<p>LISTENING COMPREHENSION</p> <p>Listing to tell the meaning of words in context</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> listen attentively to a passage pretended orally with understanding. tell the general as well as contextual meanings of the words. identify new words from the passage. make other sentences with the words to reflect the contextual meanings. 	<ol style="list-style-type: none"> A Listening selection: A Passage A Story A Poem A Dramatic Piece The selections used should reflect current national values and orientation e.g. a. The Nigerian constitution b. Duties of a citizen c. Right to fair hearing d. Moderation in life activities. 	<ol style="list-style-type: none"> Reads the selection to the students and asks them to note important words they hear. Identifies some of the words and the sentences in which they occur. Leads the students to explain the meaning of the words contextually. Leads the students to explain other possible meanings using the dictionary. 	<ol style="list-style-type: none"> Listen attentively to the selection. Write down new words. Explain the meaning of the words as used in the context. State other possible meaning of the words using the dictionary. Make sentences with the words to reflect both the contextual and other meanings. 	<ol style="list-style-type: none"> Interesting passage from students reading text. Stories Poem Word cards Sentence strips 	<p>Students to:</p> <ol style="list-style-type: none"> identify new words from the selection. tell their meanings in context. make 2 sentences with each of the identified words reflecting contextual meaning.
	<p>CONTINUOUS WRITING</p> <p>Narrative</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> express themselves clearly through a narrative composition. write a well punctuated sentences for a narrative composition. use appropriate tense form usually the past tense for writing a narrative essay. 	<ol style="list-style-type: none"> Narrative composition using this topic: my first day at college Tense forms for narrative essay. Developing topic sentences. Appropriate sentence types. 	<ol style="list-style-type: none"> Explains the narrative composition. Focuses on the choice of words and tenses for narrative essays. Explains the need and importance of well punctuated essays for effective communication. Leads students to discuss and generate topic sentences for their different paragraphs. Leads students to develop logical, flowing narratives. 	<ol style="list-style-type: none"> Listen to the teacher. Pick out relevant words for use in narrative writing. Explain and pick the proper tense for narrative writing. Learn to punctuate properly for effective communication. Generate topic sentence for the given topic. Write good narrative composition. 	<ol style="list-style-type: none"> Textbook on narrative Charts that can aid narrative writing Textbook on punctuation usage 	<p>Students to:</p> <ol style="list-style-type: none"> generate 10 appropriate words for use on a given topic. generate 5 topic sentences for the topic. write a good introductory paragraph and a befitting conclusion on the topic. develop a good narrative essay of appropriate length.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	GRAMMAR – NOUNS AND GENDER	Students should be able to: 1. explain nouns and gender. 2. list the four genders. 3. discuss the different types. of gender using appropriate examples.	1. Definition 2. The four genders i. Masculine gender ii. Feminine gender iii. common gender iv. Neuter gender 3. Explanation of the listen genders.	1. Defines gender 2. Leads students to mention noun genders. 3. Discusses in detail noun genders, using relevant examples.	1. Defines gender in their own words. 2. Listen to the teacher as the discusses. 3. Give relevant examples of the different noun genders.	1. Chalkboard 2. Textbook	Students to: 1. define noun gender 2. list the four noun genders. 3. give 2 examples for each of the genders.
3	SPOKEN ENGLISH Selected Consonant Sounds – ,Z,3, ,j etc.	Students should be able to: 1. differentiate between the sounds of these consonants. 2. identify words in which they occur. 3. use such words in sentences. 4. list more words in which they occur.	Words like 1. /j/ view, beauty eunuch, jam, 2. /z/ beds, goes, birds buzz, bus 3. /3/ television, confusion, vision, 4. / / thin, think, author, bath, wreath, mouth, cloth 5. / / Mother, Brother, Father, they	1. Shows pictures of the real objects as well as pronounce them. 2. Uses the words contextually in sentence examples: a. you can <u>view</u> the picture b. the <u>birds</u> are singing c. he has a big <u>mouth</u> d. his <u>mother</u> is pretty.	1. Repeat the words as pronounced by the teacher. 2. Make sentences following the teacher’s examples. 3. List words in which the sound occurs.	1. Chalkboard 2. Dictionary 3. Consonant chart 4. Pictures 5. Real objects 6. Textbook	Students to: 1. mention three words containing each of the sounds. 2. make sentences with them. 3. read the sentences in order to pronounce the sounds correctly.
3	Vocabulary Associated with Agriculture	Students should be able to: 1. list words associated with crops and use them in sentences. 2. mention words associated with farming activities.	1. <u>Crops</u> : grams seeds, seedlings tubers, cassava, cocoyam, yam carrots, onions etc. 2. <u>Farming Activities</u> bush-clearing, planting season, ridge-making, staking, pruning, manure, fertilize.	1. Takes the students on a visit to a farm 2. Explains briefly the importance of farming. 3. Leads the students to identify common crops and words associated with them using real objects and chart.	1. Listen attentively to the teacher. 2. List the crops they know and how they are planted. 3. Identify some farm activities they are familiar with.	1. Charts, real objects 2. A visit to a farm 3. A passage on Agriculture and crop farming	Students to: 1. state major importance of farming. 2. make sentence with related words.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	READING COMPREHENSION Reading to comprehend word-meaning through context	As in week 1	As in week 1	As in week 1	As in week 1	As in week 1	As in week 1
	1. EXPLAIN AND GIVE EXAMPLES OF BOTH COUNTABLE AND UNCOUNTABLE.	Students should be able to: 1. revision of the previous lesson on nouns. 2. explanation of countable and uncountable nouns. 3. determine them by their characteristics. 4. use them in contextual sentences. 5. recognize and identify nouns that are both countable and uncountable.	1. Revision of the previous lesson on nouns. 2. Explanation of countable and uncountable nouns. 3. Nouns and both countable and uncountable depending on the structure e.g. Water-a cup of water, Sugar – a cube of sugar. 4. Uncountable nouns that are used in singular forms e.g. news, advice, trousers, scissors, binoculars.	1. Selects sentences and passages from student's texts, Newspaper and magazine clippings and other such materials. 2. Uses these to teach the various aspects under content.	1. Pay attention to the teacher's explanation and illustrations. 2. Asks questions for clarity and better understanding of points.	1. Students text 2. Selected passages and sentences 3. Chalkboard 4. Newspaper and magazines clippings.	Students to: 1. students to give examples of countable and uncountable nouns. 2. make sentences with countable and uncountable nouns. 3. pick countable and uncountable nouns from a given passage.

**ENGLISH STUDIES
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	1. LISTENING COMPREHENSION Listening to tell the meaning of words in context	Students should be able to: 1. identify new words from the passage. 2. tell the general meaning of the words . 3. explain the meaning of the words, the context in which they were used in the selection.	Listening selection: -a poem -a passage	1. Reads the selection to the students and ask them to note important words they hear. 2. Leads students to tell the general and contextual meanings of the words.	1. Listen to the selection. 2. List new words identified. 3. Tell their contextual and dictionary meanings.	1. Interesting passages 2. Poem	Students to: give contextual meaning of 10 words from the passage.
	2. READING COMPREHENSION Reading to comprehend word meaning through context	As in Week 1	As in Week 1	As in Week 1	As in Week 1	As in Week 1	As in Week 1
	3. CONTINUOUS WRITING Narrative	Students should be able to: write well punctuated sentences for a narrative composition.	Narrative composition using this topic: -a day I will never forget	1. Focuses on the choice of words and tenses for narrative essays. 2. Leads students to develop logical flowing narrative.	1. Explain and pick the proper tense for narrative writing. 2. Learn to punctuate properly for effective communication.	Textbooks on narrative composition	Students to: develop a good narrative essay of an appropriate length.

**ENGLISH STUDIES
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	4. NOUNS TYPES	Students should be able to: 1. List types of nouns 2. Explain with concrete examples types of noun	1. Revision of previous lesson on nouns 2. Types of nouns: - proper noun - common noun - concrete noun - collective noun 2. Examples proper nouns a. Names of people e.g. Kate. b. Days of the week e.g. Thursday etc. Common nouns – Boy, Woman, Teacher etc. Abstract Noun – Beauty, Truth, Wisdom etc. - Collective nouns – A flock of sheep.	As in week 3	As in week 3	As in week 3	As in week 3
5	1. SPOKEN ENGLISH Consonants Followed by /W/	Students should be able to: 1. list words with consonants that are followed by /w/. 2. pronounce the words correctly. 3. make sentences with the words. 4. identify them in words and sentences.	Words like: twist, sweep, sweet, swear, twig, twine.	1. Shows strips of cardboard with pre-written words showing the sound. 2. Pronounces them as well as uses them in sentences. 3. Writes the sentences on the chalkboard.	1. Imitate the teacher's pronunciation. 2. Make sentences with the words.	1. Chalkboard 2. Picture chart 3. Real objects	Students to: 1. pronounce the words. 2. use the words in contextual sentences.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	2. Vocabulary Associated with agriculture	Students should be able to: 1. mention words associated with farming implements. 2. identify other words related to farming activities. 3. tell meaning of farming related words.	1. <u>Implements</u> tractor, hoe, axe, cutlass, silo-barn bult-dozer, wicker, harvester. 2. <u>Other related words</u> bumper harvest, famine, crop-rotation, a good harvest, a bad harvest etc.	1. Leads students to identify farming implements using a good chart. 2. Selects reading passage containing other farming related words.	1. Follow the teacher's example, list out farm implements. 2. Identify farming implement and other farm related words.	As in week 3	Students to: 1. list three common farming implements. 2. explain the meaning of the following words – bumper harvest famine harvester.
	3. LISTENING COMPREHENSION Listening to tell the meaning of words in context	As in week 2	As in week 2	As in week 2	As in week 2	As in week 2	As in week 2
	4. Noun Phrases with the definite article	Students should be able to: 1. explain noun phrase with the definite article. 2. identify a noun phrase. 3. build up noun phrases using the definite article.	1. What is a noun phrase? 2. The definite article and its function with the noun. 3. Use passages and sentences to identify noun phrases.	Uses short passage and sentences to revise noun and identify. noun phrases example: - the boy kicked the ball. - people love to watch the game of football.	Respond by identifying nouns and noun phrases in the sentences and passages.	1. Short passages from student's text. 2. Chalkboard 3. Printed sentences on cardboards	Students to: identify the noun phrases in a given passage.
6	LISTENING COMPREHENSION 1. Listening to grasp main points or idea	Students should be able to: 1. listen attentively to identify main ideas in a speech. 2. identify key words in a speech. 3. identify key sentences from a speech.	1. Materials dealing with real life situation. 2. Main points of a speech. 3. Tape record speech.	1. Leads students to discuss the speech 2. Presents the speech 3. Asks questions to elicit the main points of the speech	1. Listen attentively to the speech 2. Students say the main idea of the speech 3. Discuss the speech	1. Speech written debate	Students to: 1. State main 5 points in the speech 2. Identify key sentences 3. State 5 key words signally a main point.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	2. READING COMPREHENSION Reading to comprehend word – Meaning through context	Students should be able to: 1. differentiate between contextual and literal meanings. 2. use their dictionary as an aid for finding levels of meanings.	1. Dictionary for initial word meaning and other meaning and other levels of meanings of same words. 2. Selected passage to identify certain words and their contextual meanings.	1. Explains contextual word meaning as opposed to literal or surface or dictionary meanings. 2. Uses the dictionary as an aid to explain levels of meanings.	1. Listen to the teacher’s explanations 2. Listen attentively to the teacher to get the difference between literal and contextual meanings.	1. Chalkboard 2. Dictionary 3. Student’s texts	Students to: read passages selected from the material available with words underlined for substitution.
	3. CONTINUOUS WRITING a. Narrative	As in week 2	1. Narrative composition using this topic: -the story of the Governor who stole millions from the state treasury	As in week 2	As in week 2	As in week 2	As in week 2
	4. Grammar Noun phrases with the definite article	Students should be able to: 1. explain the exception in the use of the as definite article with nouns. 2. identify two positions of noun phrases in sentences a. as subject b. as object of the sentence	1. Exception to the use of indefinite with noun include: a. some diseases e.g. flu, cancer, smallpox, chicken pox, diarrhea. b. names of lakes that retain the title e.g. lake Chad, on the lake Chad c. mountains e.g. Mt. Everest. d. institutions e.g. St. Gregory, not the St. Gregory. e. countries e.g. Ghana, not the Ghana, Nigerian, not the Nigeria but the united Kingdom	As in week 5	As in week 5	As in week 5	Students to: 1. mention the four exceptions to the use of definite articles with the noun phrases. 2. Give examples for each

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	SPOKEN ENGLISH 1. Oral Composition Skills I 2. Descriptive	Students should be able to: describe orally using objects pictures etc.	1. Use of picture charts to develop a chart/description of pictures, objects, situations, events. 2. Use of special words to bring out the descriptive elements in the discourse.	1. Calls students attention to various things/events. Begin for example by hanging a picture on the chalkboard 2. Describes it with attention on pronunciation, of words and stress and voice modulation.	1. Follow teacher's directives and examples. 2. Describe an object 3. Pay attention to pronunciation stress and voice modulation.	1. Chalkboard 2. Objects 3. Pictures 4. Dictionary	Students to: take part in turns describing the objects, event etc.
	2. Vocabulary Associated with Fishing	Students should be able to: 1. explain the word fishing. 2. list words related to fishing. 3. tell the meaning of listed words. 4. make sentences with the words.	1. The meaning of fishing 2. Words associated with fishing-book, fish trap, line and sinker, fish pond, fish season, fish dam, fishing equipment.	1 Leads students to explain the meaning of fishing using diagram. 2. Leads them to identify words associated with fishing. 3. Explaining meaning of selected words 4. Makes sentences with the words.	1. Listen to the teacher and explain the meaning of fishing. 2. Make sentence with some of the selected words following the teacher's example. 3. Mention words associated with farming that they know.	1. Real object 2. Picture 3. Charts 4. A visit to a fish farm	Students to: 1. explain the meaning of the word farming. 2. list of words relating to fishing. 3. make sentences with the words.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. CONTINUOUS WRITING Descriptive	Students should be able to: 1. express themselves clearly through a descriptive composition. 2. select appropriate words and sentences for descriptive composition 3. generate enough topic sentences to be developed into a full composition. 4. use appropriate tense forms for writing descriptive composition. 5. list appropriate tense forms for writing descriptive composition.	1. Descriptive composition using this topic: -the Petrol State in times of fuel scarcity. 2. Tense forms (present & past) necessary for descriptive essay. 3. Choice of words (Adjectives and adverbs). 4. Sample paragraph on descriptive essays. 5. Short, well punctuated sentences as appropriate for description.	1. Writes the topic on the chalkboard. 2. Discusses the appropriate kinds of words and sentences for descriptive writing. 3. Leads students to analyze the sample paragraph for all the characteristics of descriptive composition. 4. Explains the appropriate the forms – present and past for description.	1. Join the teacher to analyze the paragraph for: a. word types b. sentence types c. punctuation d. tenses 2. Develop a descriptive paragraph following the teachers prompting and assistance. 3. Join the teacher to list topics appropriate for descriptive composition.	1. Selected sample paragraph on appropriate topics 2. Photographs 3. Charts 4. word cards 5. Sentence strips 6. Real objects 7. Visit to places an scenes.	Students to: 1. generate 10 appropriate words for description – (mainly adjective). 2. generate topic sentences on a given topic for description. 3. states 2 major tenses for descriptive composition. 4. write a good introductory paragraph 5. write a good concluding paragraph to develop a good descriptive essay on a given topic.
	4. GRAMMAR Nominalization of Adjective	Students should be able to: 1. define nominalization as a process of changing from one form class to noun. 2. nominalized adjectives. 3. use the nominalized words in contextual sentences.	1. Process of nominalizing 2. Form classes to be nominalized e.g. Adjectives Wise – wisdom Long- length Strong-strength White – whiteness	1. Explains the process of nominalization 2. Nominalized words 3. Make a list/table of words and nominalized words. 4. Uses them in contextual sentences.	1. Listen attentively to the process and the functions of nominalized words. 2. Participate in building the table of new nominalized words. 3. Use them in contextual sentences.	1. Chalkboard 2. Dictionary 3. Students text 4. List of selected words.	Students to: 1. nominalized 10 adjectives. 2. use them in contextual sentences.

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	LISTENING COMPREHENSION Listening to grasp main points or idea	Students should be able to: 1. listen attentively to main ideas in a conversation. 2. identify main points in a conversation 3. identify key words in a conversation. 4. identify key sentences from a conversation.	1. Tape recorded conversation. 2. Main points in conversation. 3. Materials dealing with real life situations.	1. Plays an interesting pre-recorded conversation 2. Asks students to identify the main ideas in a conversation. 3. Leads students to discuss the conversation 4. Asks question to elicit the main points of the conversation.	1. Listen attentively to the recorded conversation. 2. Discuss the conversation with the teacher. 3. Say the main ideas of the conversation. 4. Answer questions on the conversation or talk. 5. Identify key words/sentences.	1. Conversation between two people on fake drugs. 2. A debate on a boy/girl child 3. A play for dramatization on illegal bunkering. 4. A tape recorded conversation or talk.	Students to: 1. state 5 main points in the conversations termed to. 2. identify 2 or more irrelevant points. 3. identify 2 points of secondary importance. 4. identify topic sentences.
	2. READING COMPREHENSION Reading to comprehend main ideas or story line	Students should be able to: 1. read and understand a given passage. 2. identify the words that indicate main points in the passage. 3. retain key words or key sentences in a passage.	1. Short prose passages 2. Short discussion on topical issues 3. use passages on Issues such as: 1. corruption 2. environmental pollution. 3. HIV/AIDS etc.	1. Leads students to recognize and identify key/main points in the passage. 2. Corrects them where necessary.	1. Pay attention in to grasp the teacher's explanation and demonstration. 2. Participate actively in reading and discussion exercises.	1. Chalkboard 2. Flash cards 3. Short prose passage.	Students to: pick out main points.
	3. CONTINUOUS WRITING Descriptive	As in Week 7	1. Descriptive composition using this topic: -a flood disaster caused by blocked drains.	As in Week 7	As in Week 7	As in Week 7	As in Week 7

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	4. GRAMMAR Nominalization of Verbs	As in Week 7	1. Functions of nominalized words 2. Form classes to be nominalized e.g conquer – conquest dance – dancer.	As in Week 7	As in Week 7	As in Week 7	Students to: 1. nominalize five verbs. 2. use them in contextual sentences.
9	Vocabulary Associated with Animal Husbandry	Students should be able to: 1. explain the meaning of animal husbandry. 2. differentiate between poultry and farming. 3. identify words associated with dairy farming. 4. identify words related to animal husbandry.	1. Meaning of animal husbandry. 2. Meaning of poultry and piggery. 3. Words associated with dairy farming –pen, cage, milking time, chicken diseases, vet doctor, farm hand, rooster, day-old. 4. Other related words cattle, ranch, poultry, herdsman.	1. Takes students on a visit to a dairy farm. 2. Gets the farm hands in farm to supply the words for some of those equipment and activities. 3. Gives assignment to the class based on the visit like describing the products and by-products of animal husband.	1. Examine the farm and list the equipment and activities they see. 2. Listen to the farm hand and write down the words they do not know. 3. Write the products and by-products of animal husbandry based on their visit to the farm.	1. A dairy farm 2. A chart 3. Pictures 4. Story on animal husbandry. 5. Students text.	Students to: 1. tell meaning of animal husbandry. 2. tell the difference between a poultry farm and a piggery. 3. list 6 words relating to dairy farming and animal husbandry.
	2. SPOKEN ENGLISH Consonants followed by /j/	Students should be able to: pronounce rightly consonants followed by /j/.	Words such as: curious cure endure humour future he is a curious boy he should endure the pain	1. Shows strips of cardboard with pre-written words showing the sound. 2. Pronounces them correctly as well as use them in sentences. 3. Write the sentences on the chalkboard.	Repeat words as pronounced by the teacher and the sentences. They make their own sentences.	1. Cardboard 2. Stripes of cardboard containing words and sentences.	Students to: use each of the words to make sentences with correct pronunciation of the sounds.
	3. CONTINUOUS WRITING Descriptive	As in week 7	Descriptive composition using this topic: A fire incident in my street.	As in week 7	As in week 7	As in week 7	Students to: write a full length composition

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	4. GRAMMAR Irregular Verbs	Students should be able to: 1. explain what irregular verb is and why it is so called. 2. recognize and identify irregular verbs.	1. Revision of previous lessons on verbs. 2. What is meant by irregular verbs – illustrating with examples 3. Selected sentences and passages for identification of irregular verbs.	1. Revises with the students the previous lesson on verbs 2. Explains step by step what is contained in the content section.	1. Participate in the revision. 2. Listen attentively to grasp and understand the points being taught.	1. Selected passage and sentences. 2. Student's texts dictionary.	Students to: exercises on irregular verbs – filling blank sentences with irregular verbs.
10	1. SPOKEN ENGLISH Consonants followed by /j/ /u/ sounds	Students should be able to: recognize and pronounce distinctly and correctly words with /j/ /u/ consonant sounds.	Words such as: dew, you, view, due, cue, new, human, humour, stew etc. Examples: 1. i have a new dress 2. my mother made a delicious stew last night 3. she wants to view that film.	1. Pronounces the words distinctly and correctly. 2. Uses them in sentences to bring out their meanings. 3. Demonstrates some of the words e.g. view, humour etc.	1. Repeat the teacher's pronunciation distinctly and correctly. 2. Repeat the sentences the teacher made individually end in small groups.	1. Chalkboard 2. Flash cards 3. Picture etc.	Students to: 1. make individual sentences with the words. 2. pronounce the words correctly.
	2. LISTENING COMPREHENSION Listening to grasp main points or ideas (Short debate)	As in week 8	As in week 8	1. Gives the students this debate topic: a girl child is better than a boy child. 2. Organizes the students for the debate As in week 8.	1. Participate actively As in week 8	1. Chalkboard 2. A debate as in content	As in week 8

ENGLISH STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. READING COMPREHENSION Reading comprehend main idea or storyline	Students should be able to: 1. listen attentively to identify the words that indicate main points in a conversation. 2. retain key words in a conversation or discourse.	1. Short discussion on topical issues 2. Dialogues to bring out main points/themes/key points in all of the above listening and discussion sessions.	As in week 8	As in week 8	1. Chalkboard 2. Picture	As in week 8
10	4. GRAMMAR Irregular verbs	Students should be able to: 1. Identify the different forms of irregular verbs. 2. Explain the process of forming them.	1. The forms of irregular verbs each with examples. 2. Use of irregular verbs in contextual sentences.	Explains step by step what is contained in the content.	As in week 9	1. Printed list of irregular verbs forms 2. Chalkboard 3. Dictionary	As in week 9
11	REVISION						
12	EXAMINATION						

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	World Associated with Religions. a. Traditional Religion	Students should be able to: 1. tell the meaning of traditional religion. 2. list words associated with traditional religion. 3. make sentences with traditional religion. 4. explain the meaning of such words in context of passages and stories.	1. The definition of traditional religion 2. Words associated with traditional religion - shrine, cult, diviner, oracle, charm, amulet, divining, ritual divination, sacrifice etc.	1. Explains what traditional religion means. 2. Asks students to list words that are associated with traditional religion. 3. Reads out a passage reflecting traditional religious practices. 4. Leads a visit to a shrine.	1. Attempt individual explanation of the term traditional religion. 2. Identify and list words associated with traditional religion. 3. Listen to the passage and identify more words associated with traditional religion. 4. Write their observations on the shrine.	1. Drawing 2. Related reading passage drawn from civics/social studies textbooks. 3. A visit to a shrine.	Students to: 1. tell what they understand about religion. 2. make a list of traditional religious words. 3. make sentences with them. 4. explain the meanings of some of the words on context.
	2. SPOKEN ENGLISH Consonant sounds followed by /kw/	Students should be able to: pronounce in words	Words like: quiet, quench, quarter, equality, equal, question e.g. 1. He has the answer to the question. 2. My friend lives in the junior staff quarter.	1. Pronounces the words distinctly. 2. Uses them in contextual sentences. 3. Demonstrate some of the words.	1. Imitate the teacher's pronunciation of the words. 2. Read through the sentences and make new ones.	1. Chalkboard 2. Flash cards of words and sentences 3. Picture charts.	Students to: 1. pronounce the words distinctly and correctly. 2. use the words in contextual sentences.

**ENGLISH STUDIES
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. READING COMPREHENSION Reading to comprehend supporting details	Students should be able to: 1. listen carefully and attentively to identify the supporting ideas. 2. differentiate between main and supporting ideas in a prose passage 3. retain both main and supporting ideas identified. 4. recognize words that signifies details/illustrations and examples in a prose passage.	1. Short prose passages from students text 2. Newspaper and magazine clipping.	1. Explains the words to the students. 2. Leads students to identify the words in the various passages to be used.	1. Listen carefully and attentively to grasp what the teacher has explained. 2. Participate actively in the exercises. 3. Recognize and identify the words introducing supporting or secondary points/ideas.	1. Students reading text. 2. The dictionary 3. Chalkboard 4. use newspaper and magazine clippings	Students to: 1. reads and students identify both main and supporting point/ideas. 2. a few students to read individually while others note both the main and supporting points. 3. read in small groups and identify and supporting secondary points/idea. 4. identify four words introducing supporting points.
	4. GRAMMAR Complex Tense Form	Students should be able to: 1. use the simple tense forms in conversation. 2. identify them wherever they meet them in use. 3. use them correctly in sentences.	1. Simple tense forms as in: i come you come she comes they come we come 2. Students into sentence makings 3. The teacher corrects them where necessary.	1. Explains the simple tense forms using appropriate illustrations. 2. Leads students to use them correctly. 3. Participates actively. 4. Uses the dictionary.	Listen carefully to grasp what is being explained.	1. Students texts 2. Chalkboard 3. Games based on the content 4. Dictionary 5. Selected text and passages	Students to: do some exercises e.g. filling the gaps, substitution table, sentence making, games etc.

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	1. Vocabulary associated with Christian Religion	Students should be able to: 1. define Christianity. 2. list words associated with Christianity. 3. make sentences with the listed words. 4. explain the words in context of a passage or story.	1. Definition or meaning of Christianity 2. Words associated with Christianity - The Holy Bible, one God, Clergy, Pope, Bishop, Nun, holy communion, pew, aisle, Monk, Deacon, Pastor, Reverend father, Elder, Evangelist, Sin, Repentance, Prayer, Fasting, Convert, Convert, Archdeacon, Deaconess etc.	1. Speaks briefly about Christianity. 2. Lists some words associated with Christianity and asks the students to list the rest. 4. Reads a passage on Christianity to the students. 5. Leads students to visit a Church.	As in Week 1	1. Real Object - Holy Bible 2. Sentence strips to visit a Church	Students to: 1. explain the Christianity. 2. listen words associated with Christianity. 3. make 5 sentences using words associated with Christianity. 4. tell the meaning of some of the words.
	2. LISTENING COMPREHENSION - listening to Identify details	Students should be able to: 1. listen to speeches attentively. 2. locate words signifying details. 3. identify illustrations of the main points via details.	1. Words that signify the presentation of details a. Because b. As a result c. For example d. In other words e. Such as f. Consequently etc. 2. A speech or story in which the above words and expressions can be found.	1. Presents the speech to the students. 2. Leads students to discuss the presentation and the main ideas. 3. Leads students to identify the words or group of words signaling details or illustrations. 4. Asks questions on presented details.	1. Listen attentively to the speech or passage. 2. Discuss the presentation and identify the main ideas. 3. List words which signal details from the passage or speech.	1. Live speeches 2. Recorded speeches 3. Stories 4. Passages which are to be read out by a teacher 5. Word cards 6. Sentence strips	Students to: 1. list 4 words that signal details. 2. make 4 sentences using these words. 3. explain the function of each of the listed words in indicating details.

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. CONTINUOUS WRITING Letter Writing a. Informal Letter	Students should be able to: 1. explain what an informal letter is. 2. list types of informal letters. 3. learn the format of an informal letters.	1. The meaning 2. The forma a. Address, date b. Salutation c. Body d. Closing/subscript	1. Tells students the meaning of an informal letter. 2. Takes students through a sample informal letter with all relevant features. 3. Calls students attention to the address, date, and opening salutation in the letter.	1. Listen to the teacher's and join to discuss the informal letter and to whom it can be written 2. Examine the sample provided by the teacher in order to note the important features 3. Write their own addresses, date and opening salutation as part of an informal letter.	1. Textbooks 2. A sample informal letter 3. A Chart	Students to: 1. explain what an informal letter is. 2. list 3 persons to whom they can write informal letters to.
	4. GRAMMAR Complex Tense Forms	Students should be able to: 1. recognize and use the various tense forms in English. 2. identify them wherever they meet them in use. 3. use them correctly in sentences. 4. use the dictionary effectively as an aid to resolve problems.	1. More complex forms as in: a. I am coming b. I have come c. I have been coming d. I may have been deceived. 2. Use various examples and illustrations for better and more effective grounding and understanding.	1. Revises the Previous Lesson on the simple tense forms. 2. Goes through the other forms and explains them clearly. a. Have verbten b. Bet verbten c. Bet verbting d. Going to t verb e. Shall verb	1. Listen carefully to grasp what is being explained and be able to use them correctly 2. Use the dictionary when in need 3. Participate in the game.	As in week 1	As in week 1

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	1. Vocabulary Associated with Religion - Islamic Religion	Students should be able to: 1. Explain what Islamic religion stands for 2. List some words associated with Islamic religion and use them in sentences 3. Explain the meanings of some of the words in context	1. Definition of Islamic religion 2. words associated with Islamic religion Koran, Mosque, Hajj, Pilgrimage, Ablution, Jumat, Sheik, Sunna, Ummra, Hadith, Aribiya (prophet) Auliya (saint) Muslim festivals Sallah, Id-el Malud, Id-el Kabir, Id –el Fitri, others – Kettle, praying mats etc.	1. Explains Islamic religion. 2. Lists some words associated with the religion 3. Asks students to list other words they know or have heard. 4. Makes sample sentences with some listed words.	1. Listen and ask questions. 2. List more words associated with religion. 3. Make simple sentences using selected words.	1. The Koran 2. Visit to a Mosque, where possible 3. Story books and selected relevant passages	Students to: 1. explain the term Islamic religion. 2. list 10 words associated with Islamic religion. 3. make sentences with any 5 of the words.
	2. SPOKEN ENGLISH Syllabic Consonant /L/	Students should be able to pronounce words with syllabic consonant /L/ without deleting it or inserting intrusive vowel sounds.	1. Syllabic /L/ in words such as little bottle, kettle, rattle, novel, simple. a. Little by little says a thoughtful boy b. The bottle is on the table. c. The novel is interesting.	1. Pronounces the words with syllabic /L/. 2. Uses them in sentences. 3. Uses flash cards and real objects to drill the students in the pronunciation.	Imitate the teacher's pronunciation, repeating the sentences	1. Flash cards of pre-prepared words and sentences 2. Real objects such as bottle, picture, chalk and chalkboard	Students to: use each of the words in a correct sentence
	3. READING COMPREHENSION Reading to comprehend supporting details	Students should be able to: 1. listen carefully and attentively to identify the supporting details. 2. differentiate between main and supporting ideas in a prose, passage.	As in week 1	As in week 1	As in week 1	As in week 1	As in week 1
	4. GRAMMAR Complex Tense Form	As in week 1 and 2	Use various examples and illustrations for better and more effective grounding and understanding of the simple tense forms and complex tense forms.	As in week 1 and 2	As in week 1 and 2	As in week 1 and 2	As in week 1 and 2

**ENGLISH STUDIES
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	1. SPOKEN ENGLISH Syllabic consonant /n/	Students should be able to: Pronounce words with syllabic /n/ without deleting it or inserting intrusive vowel sounds.	1. Words like: often, sudden, ripen, certain, mutton a. there is a sudden knock on the door b. It is certain that she will visit	1. Pronounces the words with syllabic /n/. 2. Uses them in sentences. 3. Uses flash cards and real objects to drill the students in pronunciations.	Imitate the teacher's pronunciation, repeating the sentences.	Flash cards of pre-prepared words and sentences	Students to: use each of words in a correct sentence
	2. LISTENING COMPREHENSION	As in week 2	As in week 2	As in week 2	As in week 2	As in week 2	As in week 2
	3. READING COMPREHENSION Reading to comprehend supporting details	As in week 1	As in week 1	As in week 1	As in week 1	As in week 1	As in week 1
	4. CONTINUOUS WRITING Letter writing a. Informal letter	Students should be able to: write an informal letter using the appropriate layout.	1. Revises the meaning and format of an informal letter. 2. Discusses the language and tone of an informal letter (relax, flexible, not many rules tolerate slangs, and colloquial usage).	1. Displays a sample of informal letter with relevant features. 2. Leads students to examine the body of an informal letter with special attention to the types of words and sentences used.	1. Participate in the discussion. 2. Write an informal letter.	1. A sample informal letter. 2. Class text.	Students to: write an informal letter that has all the required features.

**ENGLISH STUDIES
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	1. VOCABULARY DEVELOPMENT Other expression associated with religion	Students should be able to: 1. identify other expression associated with religion. 2. explain the meanings of those words. 3. make sentences with the words.	Other words associated with religion are: Convert, fanatic, hermit, atheist, martyr, pantheist, saint, agnostic.	1. Explains each of these terms. 2. Makes sentences with them to exemplify their meanings.	1. Participate in sentence making 2. Explains meanings of the words.	1. The dictionary 2. Passages on religion matter. 3. Sentence strips 4. Word cards	Students to explain the meaning of: 1. fanatic 2. hermit 3. atheist
	2. SPOKEN ENGLISH Words of two syllables stressed on the second syllable.	Students should be able to: Pronounce words of two syllables which are stressed on the second syllable correctly.	1. Words of two syllables with stress on the second syllable. 2. Words such as: enjoy, impound, engulf, inform, incite, welcome, excite.	1. Pronounces the words correctly. 2. Uses them in correct contextual sentences e.g. a. We enjoy listening to our teacher. b. I will invite all my classmates. c. It is not good to incite people against others.	Repeat what the teacher pronounced both the words and sentences correctly, to reflect the right stressing.	1. Chalkboard, 2. Cardboard 3. Strips containing words and sentences	Students to: 1. pronounce all the words. individually and in small groups. 2. use them in sentences. 3. show their meanings and reflect correct stressing.
	3. LISTENING COMPREHENSION Listening to identify details	As in week 2	As in week 2	As in week 2	As in week 2	As in week 2	As in week 2
	4. DICTATION	Students should be able to: pronounce and spell correctly difficult words from comprehension passages.				Student's Reading text.	

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	1. LISTENING COMPREHENSION Listening to identify a speaker mood, tone and purpose.	Students should be able to: 1. identify a speaker's mood from a recorded speech 2. identify a speaker's tone from a speech 3. from the mood and tone, identify a speaker's purpose.	1. Speaker's mood, tone and purpose in: a. A speech of varying tones b. A dramatic word and a recorded speech 2. Materials dealing with real life situations.	1. Presents the speech or recorded material illustrating sharply contrasting tones, moods 2. Leads students to discuss different tones used and the effectiveness in conveying the speaker's purpose. 3. Explains the relationship between tone, mood and purpose.	1. Listen attentively to the speeches (Live or recorded). 2. Identify the moods, tones, and purposes. 3. Judge the effectiveness of tones to convey the mood and purpose intended. 4. Discuss the relationship between mood and tone, tone and purpose.	1. Recorded speech or talk showing different kinds of moods and tones. 2. Topic should reflect current concern e.g. HIV/AIDS environmental pollution, corruption etc.	Students to: 1. identify different tones in presented speeches etc. 2. identify a speaker's purpose from the tone of a presented drama. 3. explain the relationship between mood and tone. 4. explain the relationship between tone and purpose.
	2. READING COMPREHENSION Reading to identify the writers mood, tone and purpose and the relationship between purpose and tone.	Students should be able to: 1. recognize the various elements signal to purpose and tone in a reading passage. 2. differentiate between purpose and tone. 3. recognize the relationship between tone, purpose and meaning in a readings discourse. 4. demonstrate clearly purpose and meaning 5. recognize and identify the contrast in tone and mood while listening to another reads.	Use carefully selected passages from: 1. students text 2. newspaper and magazine clippings 3. recorded materials to reflect aspects of moods, tones and purpose. 4. questions based on the selected materials for identification of mood, tone, purpose and meaning.	1. Explains to the students what mood, tone and purpose are back up with a dictionary search. Students read out the meanings followed by a general discussion for clearer understanding. 2. Demonstrates and illustrates how mood affects tone and tone affects meaning and purpose. 3. Uses the various materials – student's text, recorded materials, questions to bring out these sharp contrasts.	1. Listen carefully and attentively to grasp the explanation, so as to be able to differentiate between the elements. 2. Participate actively in the discussion of passages rendered. 3. Identify contrasts indicating mood, tone and purpose. 4. Take part in reading some of the passages.	1. Dictionary 2. Various prose passages 3. Student's text 4. Chalkboard 5. Recorded tapes	Students to: 1. identify contrasts in mood, tone and purpose in given texts and passages. 2. distinguish/define mood and tone, and describe how mood can affect tone.

**ENGLISH STUDIES
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. CONTINUOUS WRITING a. Informal letter	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4
	4. GRAMMAR Complex Sentences	Students should be able to: 1. explain what a complex sentence is. 2. identify complex sentences. 3. make complex sentences.	1. Teaching of the structure of a complex sentences: Subordinators, concord, types of clauses 2. Discussion of the structure of a complex sentence one independent/main clause and one or more dependent clause(s) e.g. a. The man who come last night was her father b. The rat ran out of the room when the children ran in.	1. Revises precious lessons on sentence type. 2. Lists connectors for complex sentences. 3. Uses them to illustrate their correct. 4. Lists types of complex clause and uses them in sentences to illustrate their correct use. 5. Points out the distinct features of the structure.	1. Participate in the revision. 2. Listen to understand the teaching and explanations of the teacher. 3. Make sentences to show the appropriate knowledge of the structure.	1. Collection of sentences and short passages. 2. Games to reinforce the content. 3. Dictionary	Students to: 1. make five sentence to show complex sentences. 2. give passage to identify complex sentences. 3. give sentences with missing connectors for students to fill the correction connectors.
7.	Words associated with Profession. a. Advertising	Students should be able to: 1. explain the meaning of advertising. 2. read a passage on advertising. 3. identify words associated with advertising in the passage. 4. explain the meanings of the words and use them in sentences.	Advertising: 1. meaning 2. a comprehension on advertising 3. words associated with advertising – advertising agent, promotion, products, public relations agency, photography, tripod, film, advertising agency/firm, prints posters, magazines, newspaper, bill boards etc.	1. Explains the word advertising. 2. Leads students to read the selected passage. 3. Drills the class on the meanings of the words associated with advertising. 4. Brings in an advertising practitioner to speak to the class on his profession using the appropriate technical terms.	1. Learn the meaning of advertising. 2. Read the passage and identify words in the passage associated with the topic. 3. Make correct sentences with the words. 4. Listen to a professional advertising practitioner and ask questions on the technical terms, if any.	1. A relevant passage 2. A dictionary 3. Sentence strips 4. A visit to an advertising agency if possible 5. An advertising practitioner	Students to: 1. explain the meaning of advertising. 2. list 5 words associated with advertising. 3. make correct sentences wit 3 of the listed words. 4. fine 2 related words in the dictionary.

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	2. SPOKEN ENGLISH words of three syllables stressed on first, second and third syllables	The students should be able to: pronounce words of three syllables with appropriate stress.	1. Words like: exception, encompass, photograph, prohibit, exhibit, examine etc. 2. Stress on 1 st syllable in nouns and on 2 nd if verbs. a. That photograph looks nice b. I want to examine my class today c. She does not want to exhibit her work.	1. Revises stress on two syllables words 2. Pronounces the words placing the right stress. 3. Uses the words in sentences to show their meanings and their correct pronunciation 4. Uses the dictionary where necessary.	1. Imitate the teacher's pronunciation correctly. 2. Use the dictionary if necessary.	1. Real objects 2. Dictionary 3. Chalkboard 4. Picture 5. Flash cards 6. Charts etc.	Students to: 1. pronounce the words and use them in sentences. 2. read the sentences with distinct and correct stress placement.
	3. CONTINUOUS Semi-formal letters	Students should be able to: 1. explain what a semi-formal letter is 2. list types of semi-formal letters. 3. state the persons to whom a semi-formal letter can be written.	1. The meaning of a semi-formal letter 2. The format of a semi-formal letter a. Address, date b. Salutation c. Heading d. Body e. Closing/subscript 3. The language and tone of a semi-formal letter. 4. The difference between and informal and a semi-formal letter. 5. The person to whom a semi-formal letter can be written.	1. Explains semi-formal letter 2. Go through a sample of a semi-formal letter with the students using their text 3. Draws students attention to the characteristics of semi-formal letter displayed in the sample on display. 4. Leads students to examine the body of the letter, taking not of the language and how it differs from an informal letter. 5. Leads students to examine the complimentary close and the signature as used in seminal letter.	1. Listen to the teacher's introduction and participate when necessary 2. Examine the sample of semi-formal letter taking note of all relevant features: - the writers a. Address b. The date c. The Salutation d. The Body e. Closing f. Signature 3. Examine the body of letter taking note of the tone and language used as different from those of the informal letter. 4. Practice writing in semi-formal letter.	1. A sample of semi-formal letter 2. Textbook	Students to: explain what a semi-formal letter is. 2. list situations in which a semi-formal letter is prepare.
	4. GRAMMAR Complex Sentences	As in week 6	As in week 6	As in week 6	As in week 6	As in week 6	As in week 6

**ENGLISH STUDIES
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	1. LISTENING COMPREHENSION Listening to identify a speaker, moods tone and purpose	As in week 6	1. Speaker's mood, tone and purpose in: a. Poem b. Class discussion 2. Short debate between selected members of the class	As in week 6	As in week 6	As in week 6	As in week 6
	2. READING COMPREHENSION Reading to identify the writer's mood, tone and purpose and the relationship between purpose and tone.	As in week 6	As in week 6	As in week 6	As in week 6	As in week 6	As in week 6
	3. CONTINUOUS WRITING Semi-formal letter	Students should be able to: 1. write a semi-formal letter using the appropriate layout. 2. write a well punctuated semi-formal letter.	1. A revision of the format of a semi-formal letter. 2. The language and tone of a semi-formal letter.	1. Revises the format of semi-formal letter. 2. Discusses the language and tone of a semi-formal letter with the class using a sample.	1. Participate actively in the revision and discussions. 2 Write a semi-formal letter.	As in week 7	Students to: write a semi-formal letter with all the required features.
	4. DICTATION	Students should be able to: pronounce and spell correctly words from comprehension passages.				Students Class text	

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	1. Words Associated with profession b. Stock Exchange	Students should be able to: 1. tell the meaning of the term stock exchange. 2. identify words associated with it. 3. make sentences with the various words identified to exemplify their meaning. 4. state the importance of stock exchange.	Stock Exchange: 1. meaning 2. words associated with stock exchange - stock broker, shares, dividends, speculator, profit margin, bankruptcy, stock, customer, stock market.	1. Explains the meaning. 2. Presents a passage on stock exchange to the class. 3. Leads them to identify related words in the passage. 4. Leads them to make correct sentences using these words. 5. Invites a stock-broker to speak to the students on his profession and its benefits. 6. Takes them to the floor of a stock exchange.	1. Read the passage on stock exchange. 2. Identify words related to stock exchange. 3. Make sentences with the identified words. 4. Visit the floor of stock exchange. 5. Listen to the stock broker, asks and answer questions.	1. A relevant reading passage 2. Sentence strips 3. Word cards 4. A stock exchange facility 5. A dictionary.	Students to: 1. explain the meaning of stock exchange. 2. list words related to stock exchange. 3. make correct sentences with them. 4. list some importance of stock exchange.
	2. SPOKEN ENGLISH Words of four syllables stress on 1 st , 2 nd or 3 rd syllables	Students should be able to: 1. pronounce with the right stress placements, words of four syllables. 2. distinguish between words of varied syllables.	Words such as supervisor legislation, agriculture, fortunately, ambassador, education, tribalism, e.g. 1. My father is the supervisor 2. Tribalism should not be encouraged 3. Mrs. Okeke is the Nigerian ambassador in United States of America.	1. Revises the three syllable words. 2. Pronounces the four syllable words correctly with the appropriate stress. 3. Uses the word in sentence making to show their appropriate meanings and their correct pronunciation. 4. Uses the dictionary where necessary.	1. Listen attentively 2. Imitate teacher's pronunciation correctly. 3. Use the words in sentences with appropriate stress. 4. use the dictionary if necessary.	1. Real objects 2. Dictionary 3. Chalkboard 4. Picture 5. Charts 6. Flash cards	Students to: 1. pronounce some words. 2. read sentences with appropriate stress placement.

**ENGLISH STUDIES
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. READING COMPREHENSION Reading to identify the writers mood, tone and purpose and the relationship between purpose and tone	As in week 6	As in week 6	As in week 6	As in week 6	As in week 6	As in week 6
	4. GRAMMAR Compound Sentences	Students should be able to: 1. explain what a compound sentence is. 2. identify a compound sentence within a passage. 3. construct a compound sentence.	1. Revision of previous lessons on complex sentences. 2. Treat and explain the various aspect under complex sentences in week.	1. Uses similar steps as in week 7 for complex sentences	As in week 7	As in week 7	Students to: give similar exercises as used for week 7 but, based on compound sentence.

**ENGLISH STUDIES
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	1. SPOKEN ENGLISH	As in week 9	More exercises on stress on four syllable words using the dictionary	Leads students into using the dictionary to out four syllable words with correct stress placement.	Participate actively.	Same as week 9	As in week 9
	2. LISTENING COMPREHENSION Listening attentively to follow directions effectively	Students should be able to: 1. identify terms that indicate directions. 2. follow directions effectively.	Words that indicate direction 1. Left turn 2. Right turn 3. Straight ahead 4. Round about 5. Specific sign post 6. Landmarks (Buildings, tree etc).	1. Presents a list of directions to the students to follow. 2. Presents them in the context of a passage 3. Leads students to follow the directions. 4. Leads students to identify the key directional terms. 5. Takes students through how to use landmarks, sign posts to locate directions 6. Leads students to describe to other students how to get to given destinations e.g. – their churches; the stadium, the primary school in the town; a popular market etc.	1. Listen to the teacher’s directions and follow them 2. Listen to the passage with directions 3. Pay attention to follow the directions as stated in the passage 4. Identify key directional terms heard 5. List the marks and signposts leading to particular familiar destinations. 6. Describe routes to the given destinations in such a way that other students can get there without difficulty/using land marks, sign posts etc.	1. List of directional words and terms 2. Passages and speeches containing directions 3. Charts showing directions using landmarks and signs.	Students to: 1. follow given specific directions. 2. list 3 words/terms that indicate directions. 3. state the importance of land marks in following directions.

ENGLISH STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. CONTINUOUS WRITING Record Keeping	Students should be able to: 1. define records. 2. list different kinds of records. 3. state the importance of records and record keeping. 4. keep records concisely and accurately for future reference.	1. Meaning of a record 2. types of records 3. Importance uses of records 4. Records of some past events 5. Diary of events (personal) 6. Language of records (concise, accurate, devoid of irrelevant details) 7. Other record books e.g. Register, visitors books etc.	1. Explains what a records by showing a record book and explaining what it is. 2. Explains the importance uses and need for record books 3. Using a record of an event in the sample record book, discusses the language of record keeping, making it concise and accurate. 4. Leads students to keep a record of the day's events	1. List to the teacher and mention other types of record books that they know. 2. Listen, got down points and give other reasons for keeping records. 3. Examine the record book and the conciseness of the language used. 4. Prepare a record of the events of the day. (As an example) using clear and concise language.	1. A sample record book. 2. Different kinds of records: a. a diary b. a school register c. a scheme of work d. a visuals book e. log book etc.	Student to: 1. define record book. 2. list 3 types of record that can be kept. 3. state language of records. 4. write a simple record of the day's event in the class.
	4. GRAMMAR More exercises on complex and compound sentences	Students should be able to: 1. differentiate between complex and compound sentences. 2. recognize the coordinating conjunctions.	More sentences on complex and compound sentences to bring their differences.	Uses similar steps as in week 7 and 9 for complex and compound sentences.	Do as in week 7 and 9	Same materials as in week 7 and 9	Students to: give similar exercises as used for week 7 and 9 but based on complex and compound sentences.
11	REVISION						
12	EXAMINATION						

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	1. VOCABULARY DEVELOPMENT Antonyms exactly opposite in meaning	Students should be able to: 1. explain the meaning of antonyms 2. read a passage featuring words that are opposite in meaning 3. list words and their opposites and use them in sentences	1. Definition 2. Words that are opposite in meaning: good-bad friendly-hostile, discipline – indiscipline, temporary-permanent, rich – poor, light-dark, black – white, man – woman	1. Explains the meaning of antonyms using examples. 2. Leads students to identify words and their opposites. 3. Takes students through a passage containing antonyms.	1. Listen to the teacher’s explanations. 2. Identify antonyms in a given passage 3. Make sentences with the selected words to reflect their meanings.	1. Real objects 2. Word cards 3. An apt. passage or story. 4. Photographs of opposite items	Students to: 1. explain meaning of antonyms. 2. fill in the gaps using antonyms. 3. make sentences with 3 set of antonyms to reflect their meanings.
	2. SPOKEN ENGLISH 10 Stress timing in English sentences, correct phrasing and voice modulation in continuous prose reading	Students should be able to: 1. recognize, articulate correctly timing in sentences. 2. modulate their voices to give appropriate tone reflection, avoiding monotone in prose reading.	Use of simple sentences such as: 1. pick up that book 2. who is writing the essay. 3. use short prose passages on current issues such as ‘Waste disposal’ ‘HIV/AIDS’ etc.	1. Reads sentences and short passage to demonstrate as a model of what is expected of the students. 2. Points out the effect of tone modulating 3. Corrects students performance.	1. Listen to the teacher’s rendition. 2. Imitate the performance both of sentences and passages. 3. Read in small groups.	1. Sentence for individual reading. 2. Short printed prose passages. 3. Chalkboard 4. Dictionary	Students to: make sentences and read passages, applying stress and tone modulation correctly.

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. READING COMPREHENSION Reading to make notes	Students should be able to: 1. read and comprehend the message of the passage by following story line plot. 2. assign titles and headings to passages. 3. identify the main points in the individual paragraphs that make up the passage.	Use the following: 1. Student text and other simplified story books. 2. Clippings from newspaper and magazines. 3. Taped materials on topical issues such as: a. Honesty as a guiding principle. b. Dignity in labour c. Examination malpractice d. Corruption must go, join the battle.	1. The need for note taking/making form listening and reading sessions. 2. Explain the stages toward effective note taking/making. This involves skills such as: a. Listening attentively. b. Reading with concentration. c. Identifying key words and sentences. d. Applies these skills so as to reproduce an outline note. 4. Uses some of the materials to illustrate and demonstrate the above points.	1. Grasp the explanations. 2. Apply the skills discussed during the illustration/demonstration exercise. 3. Follow the teacher's instructions.	1. Tape the materials. 2. Clippings from newspaper and magazines 3. Simplified story books. 4. Passages of topical issues as in content.	Students to: 1. assign title/leading other than the one for the original text. 2. identify theme of a passage. 3. read two short passage to the students paragraph by paragraph to enable the students do the above.
	4. GRAMMAR Adjuncts (Adverbs)	Students should be able to: 1. recognize and use adjuncts in sentences and other writings correctly 2. identify them in passages	1. Adjuncts are adverbials. 2. They modify verbs prepositional phrases, indefinite pronouns and noun phrases examples. a. He was in the house (prepositional phrase of time). b. He came quickly (Manner) c. They came for launch (reason).	1. Revises previous lessons on adverbs 2. Explains adjuncts and use in sentences to illustrate 3. Introduces games that involve adjuncts	Students to: 1. Participate 2. make sentences of their own using adjuncts 3. Identify adjuncts in given passages 4. Take part in the game.	1. Selected sentences and passages 2. Game chart 3. Dictionary 4. Chalkboard	Students to: 1. identify adjuncts in a given passage. 2. uses adjuncts in sentence to brings out their meanings.

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	1. VOCABULARY DEVELOPMENT Antonyms as words ii. Nearly opposite in meaning	Students should be able to: 1. list words that are nearly opposite in meaning. 2. read passages featuring words that are opposites in meaning or nearly opposite in meaning.	Words that are nearly opposite in meaning 1. Cheerful-unhappy sickly-healthy harmonious-discordant False – Genuine Tough – tender	As in week 1	As in week 1	As in week 1	Students to: 1. fill in blank spaces 2. make sentences with 3 sets of antonyms 3. read a passage containing words that are opposite in meaning and nearly opposite in meaning.
	2. LISTENING COMPREHENSION Listening to identify a speaker's style	Students should be able to: 1. listen to a work of art and identify the writer's style: a. exposition b. narration c. description d. argument	Listening to selections of different styles 1. Expository materials 2. Narrative materials	1. Presents materials written in different styles. 2. Leads students to identify characteristics of the different styles e. narrative and expository. 3. Asks questions on style. 4. Leads students to develop paragraphs reflecting narrative and expository style.	1. Listen to the material and identify the style. 2. Discuss the characteristics of the different styles with the teacher. 3. Asks and answer questions on style.	Passages covering different topics of national interest and written in different styles e.g. self control, hard work, fairness in dealing with others.	Students to: 1. listen to a selection and identify the style. 2. list characteristics of each style. 3. develop a paragraph to reflect each style.
	3. CONTINUOUS WRITING Record Keeping	Students should be able to: write a simple record of the day's event in the class.	1. General revision of previous lesson on record keeping 2. Writing a simple record of the day's event in the class.	As in week 10 of 2 nd Term	As in week 10 of 2 nd Term	As in week 10 of 2 nd Term	Students to: write a simple record of the day's event in the class.

**ENGLISH STUDIES
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	4. GRAMMAR Adjuncts (Adverbs)	Students should be able to: 1. recognize classes of adjuncts (time, purpose, reason etc). 2. identify them in passages.	1. Revision of previous lesson on adjuncts 2. Classes of Adjuncts are: -adjuncts of place -adjuncts of reason -adjuncts of manner -adjuncts of time Adjuncts of degree etc. 3. Use them in sentences to illustrate their classes e.g. i. He came quickly (manner). ii. He Left the book in the house Place).	1. Revises previous lessons on adjuncts. 2. Uses to make sentences to show their classes. 3. Introduces games that involve adjuncts.	1. Participate in the revision. 2. Make sentences of their own in using adjuncts. 3. Identify adjuncts in given passages. 4. Take part in the games.	1. Dictionary 2. Game chart 3. Chalkboard 4. Selected sentences and passages	Students to: 1. fill substitution tables. 2. identify adjuncts in a given passage.
3.	1. VOCABULARY DEVELOPMENT Synonyms as words 1. With the same meaning	Students should be able to: 1. explain the meaning of synonyms. 2. give examples of synonyms with the same meaning. 3. make sentences with some of the words.	1. Definition of synonyms. 2. Words that are the same in meaning: quick – fast strong – powerful buy-engaged brave-fearless/bold fearful-timid enemy – foe	1. Explains the meaning of synonyms. 2. Makes sample sentences to exemplify the use of the words.	Listen to the teacher’s explanation of the meaning of synonyms.	1. Diagrams 2. Sentence strips 3. Word cards 4. Chart	Students to: 1. define synonyms. 2. list 5 sets of synonyms. 3. make correct sentences using the words.

**ENGLISH STUDIES
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	2. SPOKEN ENGLISH Stress timing in English sentences; correct phrasing and voice modulation in continuous prose reading	As in week 1	As in week 1	As in week 1	As in week 1	As in week 1	As in week 1
	3. READING COMPREHENSION Reading to make notes	Students should be able to: 1. identify key words/sentences. 2. identify the main, supporting/secondary points.	As in week 1	1. Revises previous lesson on reading to make notes. 2. Leads students to read through a given passage. 3. Asks questions on identifying main and supporting points.	As in week 1	As in week 1	Students to: read two short passages to the students paragraph by paragraph to: 1. identify theme of the passages. 2. identify main and supporting /secondary points.
	4. GRAMMAR Adjuncts Adverbs)	Students should be able to: differentiate between their use as adjunct and as adjectives.	1. He is fast runner (adjective). 2. He runs fast (adverb). 3. This is the quickest way.				

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	1. LISTENING COMPREHENSION Listening for summary through identifying key words	Students should be able to: 1. listen attentively to a presented material (passage, lecture, speech etc). 2. identify key words that signal main ideas. 3. identify key sentences signaled by the relevant key words. 4. put the sentences together in a summary form.	1. Key words that aid summary of speeches, lectures etc. a. In addition b. As well as c. First, second, third etc. d. Also e. Furthermore f. Despite etc. 2. Passages, speeches and lectures on current topics in which these words can be found. <u>Current Topics</u> a. Right to peaceful association b. Rights of the child c. Service d. Courtesy etc.	1. Presents a speech, lecture or a passage to the students. 2. Explains to the students the significance of the words or group of words in summarizing materials. 3. Leads them to identify the relevant words in the speech, lecture or passage. 4. Leads students to identify relevant topic sentences, signaled by these words.	1. Students listen attentively to the presentation. 2. List the relevant words as identified from the passage. 3. List the relevant sentences signaled by the key words already identified. 4. Make a summary of the presentation by putting the sentences together.	1. Passage on topics of current concerns 2. Speeches lectures etc. 3. Word cards 4. Sentence strips.	Students to: 1. identify 4 key words in the presented selection. 2. identify 4 key sentences signaled by the key words. 3. arrange identified sentences logically as a summary of the selection presented.

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	2. READING COMPREHENSION Reading for summary	Students should be able to: 1. acquire and develop skills that will help- them in summarizing passages- skills such as assigning titles or headings to passages. 2. identify topic/theme or key sentences as well as main and supporting idea.	1. Selected passages on topical/current issues as 'patriotism; privatization in Nigeria, Kidnapping etc. 2. Recorded passages of suitable levels in either narrative, descriptive, expository or argumentative form.	1. Explains that summary is reduction of original prose work etc. 2. Revises student previous lesson on main and supporting 3 Explaining the skills of summary thus identifying: a. the theme/topic/key sentences. b. the supporting/secondary points. c. assigning title/heading. 4. Teaches the words, props and phrases usually adverbs and adjuncts such as: for examples, as, furthermore etc. that are handy in summary writing. 5. Uses some of selected materials to demonstrate and illustrate summary writing, applying the skills and points discussed.	1. Listen attentively to grasp the various points being explained and taught. 2. Recall their previous lesson on identifying main and supporting pints and participate actively in the demonstration lesson.	1. Selected pros passages of various subjects. 2. Recorded tapes 3. Students texts 4. Chalkboard etc.	Students to: identify: a. theme/key/topic sentences. b. supporting /secondary points in a given passage. 2. assign title or heading to passages b. summarizes one short prose passage. c. pick out five key words in the passage to be summarized and including same in the summary.

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. CONTINUOUS WRITING Speech writing	Students should be able to: 1. list the primary features of a speech. 2. write a good speech for any occasion as required.	1. General features of a speech: a. the opening greetings or protocol b. the general introduction c. the main body d. the conclusion 2. characteristics of speeches for different occasions like: a. welcome address b. prize giving ceremony c. wedding toast etc.	1. Defines a speech. 2. Lists occasions for speeches. 3. Describes the important and major features of a speech. 4. Leads students to identify the minor differences in speeches for different occasions.	1. Listen and participate actively. 2. Examine a sample speech to note the special features. 3. Identify minor differences between speeches for different occasions.	1. Sample speeches 2. Textbooks on speeches. 3. Class texts that treat speech making.	Students to: 1. list 3 occasions that demand speech making. 3. list the 4 important and major features of a speech. 3. state 2 major characteristics of: a. welcome address. b. a wedding toast.
	4. DICTATION	Students should be able to: pronounce and spell new words from comprehension passages.	Words picked from passages selected from students class text.			1. Student's textbook 2. Students reading text.	Students to: dictation
5.	1. VOCABULARY DEVELOPMENT Synonyms as words nearly the same in meaning.	Students should be able to: 1. make a list of words nearly the same in meaning. 2. use the words correctly in sentences to reflect their meaning 3. read a passage featuring synonyms.	Words that are nearly the same in meaning: Securely – safely Guest / visitor Adore / admire etc.	As in week 3	As in week 3	As in week 3	As in week 3

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	2. SPOKEN ENGLISH Oral composition skills II	Students should be able to: effectively expose points in a given topic, object or event with appropriate words.	1. Expository 2. Use of exact words/sentences to bring out/expose definite and exact points of an event.	1. Discusses with the students, using topics such as “If I were the principal of our school....” 2. Suggests what words/sentences structure that could be used to bring out or expose the points.	1. Participate in the discussion. 2. The discussion could be in small groups that the teacher would monitor, direct and correct.	1. Chalkboard 2. Dictionary 3. Strips of chalkboard containing words that could be used in discussing the topics etc.	Students to: 1. mention five words that could be used in discussing each topic. 2. carryout a dictionary search of ten words that could be used for each skill.
	3. LISTENING COMPREHENSION Listening for summary through identifying key words	Students should be able to: As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4
	4. GRAMMAR	Students should be able to: 1. recognize that verbs enter into structural relationships with adverbial particles. 2. identify in the structure which part is verb and which is adverb, use them in sentences. 3. recognize that the structure got from the combination is usually connotative rather than denotative meaning. 4. use the dictionary as an aid in this construction.	Explains the process of this relationship with examples a. come + across, in, by, forward, off, out, up, round, to, on, through etc.	1. Explains and teaches the process. 2. Uses examples to illustrate (A good dictionary should be handy here). 3. Brings out the meanings of the structure as different from their meanings as single verbs.	1. Listen attentively to the explanation. 2. Differentiate between verbs and adverbs in sentences. 3. Identify verbs and adverbs in sentences. 4. Use the dictionary when necessary.	1. Students texts 2. Dictionary 3. cardboards containing selected verbs and sentences	Students to: 1. make sentences with both the single verbs and new structure of verb + particle. 2. pick out phrasal verbs from given passage. 3. list phrasal verbs for the meanings to be written out.

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	1. LISTENING COMPREHENSION Listening for summary through identifying key words	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4
	2. READING COMPREHENSION Reading for summary	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4
	3. CONTINUOUS WRITING speech writing	Students should be able to: write a good speech for any occasion as required.	1. Revises general features, introduction, the main body and conclusion of a good speech. 2. Characteristics a. Welcome address	1. Describes the important and major features of a speech. 2. Leads students to identify features of a welcome address. 3. Engages the students in discussing a welcome address using a sample.	1. Listen attentively to the teachers explanation. 2. Bring out the features of a welcome address. 3. Participate in the discussion on a sample welcome address.	1. Sample speech 2. Students text	Students to: 1. state the major characteristics of a welcome address. 2. write a welcome address.
	4. GRAMMAR Phrasal Verbs	As in week 5	b. Got back, down, after, through, under, up, out, by etc.	1. Uses the dictionary to bring more examples to illustrate that combination. 2. Brings out the meanings of the structure as different from their meanings as sing verbs.	1. Use the dictionary to look for the combination and the new meanings. 2. make sentences with phrasal verbs.	1. Student texts 2. Dictionary	Students to: 1. pick out phrasal verbs from given passage. 2. list phrasal verbs for the meaning to be written out.

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	1. VOCABULARY DEVELOPMENT Spelling of commonly mis-spelt words and the use of the dictionary	Students should be able to: 1. identify words that are commonly mis-spelt. 2. spell the words correctly. 3. use the dictionary to check the spellings of such words. 4. tell the meanings of such words in context.	Words commonly misspelt – receive, conceive, deceive, thief, chief, mis-chief, grateful, dining, beginning, decision, succeed, success, process, reference, referee, across, occasion, occurrence, procedure, proceed, omission, accommodation, recommendation, misspelt, admission, committee, embarrass etc.	1. Explains the importance of correct spelling. 2. Presents a passage in which many of the misspelt words feature. 3. Explains the importance of the dictionary for the spelling of words. 4. Leads students to identify the words from the passage. 5. Leads them to learn the spelling of the words from the passage and the dictionary.	1. Listen and make contribution. 2. Read the passage and take note of the words. 3. Locate these words in the dictionary. 4. Compare the meaning of the words in the dictionary and the context of the passage read. 5. Listen to the teacher's dictation and practice the spelling of the words.	1. A reading passage containing the words of interest. 2. A good learner's dictionary. 3. Word cards 4. Sentence strips	Students to: 1. identify words that are difficult to spell. 2. find 3 of such words in the dictionary. 3. tell the meaning of 2 of the words.
	2. SPOKEN ENGLISH Oral composition skills II 4. Argumentative	Students should be able to: use words correctly to argue out a point.	1. Argumentative skills in oral speech. 2. Right words should be used to argue, convince and buttress a point in an argument.	1. Discusses with the student using topics such as: “ a boy child is better than a girl child”. 2. Suggests what words/sentences structure that could be used to argue, convince and buttress the points.	As in week 5	As in week 5	As in week 5

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. CONTINUOUS WRITING Speech writing	As in week 6	1. Revision of previous lessons on speech writing. 2. Characteristics of a speech such as a wedding toast.	As in week 6	As in week 6	As in week 6	Students to: 1. state 2 major characteristics of a wedding toast. 2. write a wedding toast.
	4. GRAMMAR Phrasal verbs	As in week 6	Call + off, out, in , at, away, back, for, on, upon, up.	As in week 6	As in week 6	As in week 6	As in week 6
8	1. LISTENING COMPREHENSION Listening for summary through identifying key words.	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4
	2. READING COMPREHENSION Reading for summary	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4
	3. CONTINUOUS WRITING Popular articles for various reading audiences	Students should be able to: 1. list the features of a typical newspaper article. 2. differentiate between the features of a newspaper article and the features of a speech or letter.	1. Features of a newspaper article. 2. The differences between the features of a newspaper article and speech or letter.	1. Leads students to list the features of a typical newspaper or magazine article. 2. Displays a sample article and leads the students to examine it. 3. Leads students to discuss the features including the language and style.	1. Join the teacher to list the features of a typical newspaper article. 2. Examine the sample article and note the major features. 3. Discuss the features through asking and answering questions on the article.	1. A newspaper 2. A text book with the features of a newspaper article clearly stated 3. A magazine 4. A chart stating the features of a. An article b. A speech c. A letter	Students to: 1. list 3 major features of a newspaper article 2. state 2 major differences between a newspaper article and a speech or a letter.

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	4. DICTATION	Students should be able to: pronounce and spell difficult words from passages selected from their class text.					
9	1. VOCABULARY DEVELOPMENT Spelling of commonly misspelt words and the use of the dictionary	Students should be able to: 1. spell the words correctly. 2. pick out the correctly spelt words from multiple choice.	Same as in week 7	1. Takes students through spelling drills. 2. Gives a correct pronunciation of the words.	1. Participate actively. 2. Listen to the teacher's pronunciation and articulate the same.	As in week 7	Students to: 1. take part in dictation exercise. 2. pick out the correctly spelt words from multiple choice.
	2. SPOKEN ENGLISH Speaking to persuade/convince	Students should be able to: use words orally to persuade and make a convincing argument.	Use the skills developed under oral composition skills to introduce students to organize debate sessions on topics such as: 1. farmers are more important than doctors 2. women are better leaders 3. corruption destroys a nation	1. Revises with the students previous lessons on oral composition skills. 2. Discusses the different aspects of debate procedure, such as speaker. 3. On each side, time allocation, panel of judges, time keeper etc. 3. Uses a topic to illustrate and demonstrate the points to be taken care of.	1. Revision 2. Understanding the debate procedure and 3. Taking part in the sample general discussion.	1. Flash cards 2. Card board 3. Real clock for time keeping 4. Chalkboard 5. Dictionary	Students to: 1. jot down the points they will speak on 2. jot down the points as the speakers take their turns.

**ENGLISH STUDIES
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. READING COMPREHENSION Reading for summary	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4
	4. GRAMMAR Phrasal Verbs II	Students should be able to: 1. recognize the structure as phrasal verbs. 2. use the correctly in sentences. 3. construct such structure. 4. use the dictionary as aid.	a. Give + up, in, back, off, away b. Put + off, up, away, on, into	Go through the same process as in previous lessons on phrasal verbs.	As in previous lesson on phrasal verbs.	Same materials as in previous lessons on phrasal verbs.	Students to: make sentences with phrasal verbs and tell their meanings.
10	1. SPOKEN ENGLISH Speaking to persuade/Convince	As in week 9	Organize debate session on the topic: 'women are better leaders.	1. Organizes the students for a class debate. 2. Uses a topic to illustrate and demonstrate the points to be taken care of.	Take part in sample general discussion and the debate proceedings.	As in week 9	Students to: debate on the topic: 'women are better leaders'.
	2. READING COMPREHENSION Reading for summary	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4	As in week 4

ENGLISH STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
	3. continuous Writing	Students should be able to: write a good article suitable for the school magazine or newspaper.	1. Articles on issues of current interest like a. Bribery of public officers b. Fraudulent acquisition of properties. c. The importance of a good quality life d. Cleanliness is next to godliness etc.	1. Revises students precious lesson on features, language and style of article which it different from a speech or a letter 2. Writes this topic on the chalkboard. “Bribery of public officers” 3. Leads students to discuss the topic, taking cognizance of the audience for which it is meant. 4. Leads them to write a short article for the school magazine.	1. Discuss the topic written by the teacher with the relevant audience in mind (especially in terms of language used) 2. Write a short article for the school magazine as a practice exercise	As in week 9	Students to: write a short article for the school magazine.
10	4. GRAMMAR Phrasal verbs II	As in week 9	c. Bring + Back, about, up, in out d. Take + away, off, up, in	Goes through the same process as in previous lessons on phrasal verbs.	As in previous lesson on phrasal verbs.	Use the same materials as in previous lessons on phrasal verbs.	Students to: do exercises involving sentence making with the phrasal verbs using substitution tables.
11	REVISION						
12	EXAMINATION						

MATHEMATICS
SS I
FIRST TERM

THEME: NUMBER AND NUMERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Number Base System.	Students should be able to: (1) convert numbers from other bases to base 10. (2) convert decimal fraction from other bases to base 10. (3) perform some basic operations on number bases. (4) apply number base system to computer programming.	(1) Conversion from one base to base 10 (2) Conversion of decimal fractions in one base to another. (3) Performing arithmetic operation in number base. (4) Application to computer programming.	(1) Guides students to count numbers in different bases. (2) Converts from one base to the other fractions from one base to the other. (3) Performs arithmetic operation, such as; addition, subtraction, multiplication and division on bases.	(1) State some bases such as binary (base 2), ternary basic, as in binary (base 5) etc. (3) Convert numbers from one base to the other. (4) Convert decimal fraction from one base to base ten. (5) Perform arithmetic operation on bases.	Charts showing the conversion from one base to the another (Diennes blocks).	Students to: (1) convert number from other bases to base 10. (2) 16.42 to base 10^7 . (3) 234 to base 6^7 (4) solve some problems on arithmetic operations involving bases.
2	Modular arithmetic	Students should be able to: (1) define the term modular arithmetic. (2) perform some basic arithmetic operations of addition, subtraction etc. (3) apply modular arithmetic in everyday life.	(1) Revision of arithmetic operations. (2) Conceptual view of modular arithmetic. (3) Simple operation of modular arithmetic and it application to life.	Guides students to: (1) revise arithmetic operations of integers. (2) define modular arithmetic. (3) add, subtract, divide and multiply in modular. (4) appreciate its application to shift duty, name market days, menstrual calculation in real life situation.	(1) Define modular arithmetic. (2) Perform addition, subtraction, multiplication etc. in modular arithmetic. (3) Apply modular arithmetic in market days, menstrual calculation and anniversaries.	A chart showing modular arithmetic samples of shift duty, menstrual chart.	Students to: solve problem on modular arithmetic, perform the arithmetic operations of: -addition -subtraction -multiplication -division.

MATHEMATICS
SS I
FIRST TERM

THEME: NUMBER AND NUMERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Indices	Students should be able to: (1) solve problems on standard form. (2) use the standard notation of indices appropriately. (3) identify indices as a shorthand notation of the standard form. (4) solve problems of indicial equations applying the laws of indices.	(1) Revision of standard form. (2) Introduce examples on indices (3) Law of indices: (a) $a^x \times a^y = a^{x+y}$ (b) $a^x \div a^y = a^{x-y}$ (c) $(a^x)^y = a^{xy}$ etc. (4) Application of laws of indices to problem solving.	Guides students to: (1) Converts numbers to standard form viz-a-viz. (2) Explains the concept of indices using the laws. (3) Drills students on calculation involving indices. (4) Shows a solution chart of problems on indices.	(1) Convert some ordinary integers to standard form viz-a-viz. (2) Establish a relationship between shorthand and long from notation of indices. (3) State the laws of indices and solve some problems.	Chart of: -standard form. -laws of indices. -solution on indicial equations.	Students to: (1) convert numbers to standard form viz-a-viz. (2) relate indices to standard form. (3) state laws of indices. (4) solve problems on indicial equations.
4	Logarithms	Students should be able to: (1) Define logarithm (2) deduce a relationship between indices and logarithm (3) use the graph of $y = 10^x$ for multiplication and division (4) find the logarithms and antilogarithm of numbers greater than one.	(1) Definition of logarithm (2) Deducing logarithm from indices and standard form. (3) Graph of $y = 10^x$ (4) Reading of logarithm and antilogarithm tables.	Guides students to: (1) Define the concept of logarithm. (2) Establish a relationship between indices and logarithms. (3) Shows a chart on indices/logarithm e.g. if $y = 10^x$, then $x = \log_{10} y$ (4) Solve problems on logarithms with or without using the logarithm tables.	(1) Define logarithms and its laws. (2) Deduces a relationship between indices and logarithms (3) Solve problems on logarithms with or without using logarithm table.	(1) Indices/logarithm chart. (2) Graph board with graph of $y = 10^x$ (3) Logarithm table charts, antilogarithm table chart, logarithm table booklet.	Students to: (1) convert given indices to logarithm (2) find indices of given numbers (3) plot the graph of $y = 10^x$ and read values from the graph find logarithm and antilogarithms using table.

MATHEMATICS
SS I
FIRST TERM

THEME: NUMBER AND NUMERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Effective use of logarithm tables in calculations	Students should be able to: (1) use logarithm tables in calculation. (2) use logarithm table to solve problems relating to capital market and other real life problems.	(1) Use of logarithm tables in calculations; division, powers etc. (2) Application of logarithms in capital market etc.	(1) Guides students to review laws of logarithms and read the table in calculations. (2) Guides students in explain the concept of capital market (3) Solves problems involving shares and stocks etc.	(1) Apply the use the logarithm table and charts in problem solving. (2) Explain the concept of capital market. (3) Solve problems relating to capital market etc.	Newspapers, daily stock summary. Logarithm table charts and booklet.	Students to: (1) solve problems on logarithms of numbers greater than one. (2) explain the meaning of capital market. (3) solve problem relating to capital market.
THEME: ALGEBRAIC PROCESSES							
6	Simple Equations and variations	Students should be able to: (1) change the subject of any given equation (2) solves problems on any types of variation. (3) apply the concept of variation to word and real life problems.	(1) Change of subject of formula, involving roots, brackets, powers. (2) Subjects of formula and substitution. (3) Types of variation; direct etc. (4) Application of variation.	Guides students to: (1) discovers the processes involved in changing subjects to formula. (2) explains the concept of variation and the various types. (3) applies these concepts of variation to problem-solving.	(1) Explain with examples of concept of change of formula. (2) List the types of variation. (3) Solve problems involving variations.	(1) Charts showing the processes involved in change of a subjects. (2) Charts displaying types of variations.	Students to: (1) solve problems on change of subject of formula. (2) explain the types of variation. (3) apply the concepts of variation to problem-solving situation.

MATHEMATICS
SS I
FIRST TERM

THEME: NUMBER AND NUMERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Quadratic Equation	Students should be able to: (1) identify a quadratic equation. (2) solve problems involving quadratic equations using different methods. (3) solve quadratic equation of the form $ax^2 + bx + c = 0$ either $a = 0$ or $b = 0$	(1) Revision of factorizations of integers (2) Factorization of quadratic expressions and equations. (3) Solution of quadratic equation of form $ax^2 + bx + c = 0$ either $a = 0$ or $b = 0$.	Guides students by solving: (1) quadratics expression and equations using factorization. (2) grouping or factor methods may be applicable where necessary. (3) solves quadratic expressions and equations of the form, $ax^2 + bx + c = 0$ either $a = 0$ or $b = 0$.	(1) Explain quadratic equations and expression by applying it to problem solving (2) Factorize quadratic equations using grouping or factor method (3) Solve quadratic equations using factor method: $ax^2 + bx + c = 0$ either $a = 0$ or $b = 0$.	(1) A chart showing quadratic expressions and equations. (2) Quadratic equation box. (3) Factor chart.	Students to: factorize -integers -quadratic expressions -quadratic equations.
8	Formation of quadratic equations with given roots.	Students should be able to: (1) form quadratic equations with given roots. (2) draw quadratic equation graphs. (3) read roots from quadratic graphs. (4) solve word problems relating to life situation using quadratic equation principles.	(1) Formation of quadratic equation with given roots. (2) Drawing quadratic graph. (3) Obtain roots from a quadratic graph. (4) Applications of quadratic equation to real life situation.	Guide student to: (1) use given roots to form quadratic equations. (2) display the roots of quadratic equation charts (3) guide students to plot given points using graph board. (4) lead students to solve word problems.	(1) Observe the roots of quadratic equation charts. (2) Use roots to constructs quadratic equation (3) Prepare table of value and plot graphs. (4) Solve word problem involving quadratic equation.	(1) Quadratic equation chart. (2) Roots of quadratic equation chart. (3) Graph board and books. (4) Mathematical set and broom stick. (5) Relevant Computer Assisted Instruction (CAI).	Students to: (1) construct quadratic equation with given roots. (2) construct table of values. (3) draw graphs of a given quadratic equation. (4) solve word problems involving real life situation.

MATHEMATICS
SS I
FIRST TERM

THEME: NUMBER AND NUMERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Logical Reasoning	Students should be able to: (1) explain what is a simple statement with examples. (2) identify true and false statements. (3) state the negation of a simple statement.	(1) Simple statement (2) Meaning and examples of simple statement. (3) True or false negation of simple statement.	(1) Explains the concept of simple statement. (2) Guides students to validate the true/false of a statement, and its negation accordingly.	(1) State some simple statements (2) State whether a given statement is true or false. (3) Negate some given statement.	Charts showing example of simple statements, negation of statements.	Students to: (1) state some simple statement. (2) write true/false in some given statement. (3) negate given statement.
10	Logical operations and their symbols	Students should be able to: (1) distinguish between simple and compound statement. (2) give examples of conjunction, disjunction, implication, bi-implication. (3) list 5 logical operations. (4) write the truth value of a compound statement involving any of the five logical operations.	(1) Compound statement: -meaning and types (2) Logical operators and symbols. (3) List of logical operators and symbols: compound statement, conjunction, conditional statement etc.	Guide students to: (1) distinguishes between simple and compound statement. (2) gives a collection of construction, disjunction, implicating etc. (3) constructs a truth table chart for logical operations.	(1) Write examples of compound statement, conjunction, disjunction etc. (2) Construct truth table chart for each of the five logical operations.	Charts showing examples of compound statements, conjunction, implication, bi-implication etc. Truth-table chart.	Students to: give example of : (1) compound statement, conjunction, disjunction, implications etc. (2) list the five logical operation and their symbols. (3) construct truth table for each logical operations.
11	REVISION						
12	EXAMINATION						

MATHEMATICS
SS I
SECOND TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Constructions I	Students should be able to: (1) construct a triangle with given sides. (2) bisect a given line segment. (3) bisect a given angle. (4) bisect special angles (such as: 30° , 45° , 60° and 90°). (5) apply the concept of special angles to problem-solving.	(1) Construction of angles and triangles. (2) Bisection of special angles 30° , 45° , 60° and 90° . (3) Apply the construction principles to problems –solving.	Guide the students to: (1) state steps to follow in construction of angle. (2) lead students to construct angles and triangle. (3) examine student’s construction work and make corrections where necessary. (4) apply the concept to problem-solving.	(1) Recall and list the steps involved in construction of angles and triangles. (2) Construct given special angles, triangle etc. (3) Label the constructions correctly.	Drawing board, mathematical sets, chalkboard etc.	Students to: (1) list steps involving in construction of angles. (2) construct triangles, angles, bisect line segment, special angles etc. (3) label the triangles, line segment etc.
2	Constructions II	Students should be able to: (1) list and explain steps used in construction. (2) construct equivalent angles. (3) construct four sides plane figures. (4) construct locus of moving points, equidistant from, two points, two lines, a fixed point etc.	Construction of: (1) An angle equal to a given angle- 4-sided plane. (2) Locus of moving points equidistance from tow lines, 2 points etc.	Guides students to: (1) list and explain steps used in construction of angles- 4- sided plane. (2) constructs equivalent angles. (3) constructs locus of moving points equidistant from two points, two times a fixed point.	(1) List the steps involved in construction. (2) To construct some 4-sided plane figures as directed by the teacher. (3) Construct locus of a moving points.	Chalkboard, mathematics set, drawing board etc.	Students to: (1) explain steps used in construction. (2) construct four sided plane figure. (3) locus of moving points. (4) construct equivalent angles.

MATHEMATICS
SS I
SECOND TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Proofs of some basic Theorems	Students should be able to: (1) state the format/proof of some basic theorems in euclidean geometry. (2) apply the proofs in problem-solving on geometry.	(1) Proof of sum of angles in a triangle is 180° . (2) The exterior angle of a triangle is equal to the sum of two opposite angles. (3) Application of the proved theorems to solving problems on angles.	Guides students to: (1) applies the format of proofs such as: -given required to prove -construction -proof, Q.E.D. (2) proofs the theorems: -the exterior angle of a triangle is equal to the sum of two interior opposite angles. (3) application	(1) Prove some theorems using the underlying principles. (2) Apply the theorems to problem-solving.	(1) Cardboard papers. (2) Cut out triangles (3) Protractor, rule etc.	Students to: (1) list the basic format of proving basic theorems in euclidean geometry. (2) prove that the sum of angles in a triangle is 180° etc. (3) prove that exterior angle of a triangle is equal to 2 interior opposite angles. (4) apply the theorems to problem-solving.
4	Deductive Proofs	Students should be able to: (1) apply deductive skills in proving: (a) angles on parallel lines. (b) angles in polygon congruent. (c) properties of parallelogram. (d) intercept theorems. (2) solving problems by applying these basic theorems.	Riders include: (1) angles of parallel lines. (2) angles in a polygon (3) congruent triangle (4) properties of parallelogram (5) intercept (6) theorem	Leads students prove the followings: (1) angles of parallel line, polygon. (2) congruent triangles (3) properties of parallelogram. (4) intercepts theorems. (5) solving problems by applying these basic theorems.	(1) Take part in a discussion class, moderated by the teacher in some deductive proofs. State properties of: (a) angles on parallel line, polygon, congruent triangle, parallelogram and intercept theorem.	Model of: -parallelogram -parallel lines -polygons -mathematical set -cut out paper etc.	Students to: (1) state the steps for proving some basic theorem. (2) prove some theorems such as: angles on parallel lines. (3) properties of parallelogram etc. (4) list properties of the above stated. (5) apply theorem to problem-solving.

MATHEMATICS
SS I
SECOND TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Trigonometric Ratios	Students should be able to: (1) state the trigonometric ratios of sine, cosine, and tangent in right angled triangles. (2) solve problems involving using the trigonometric ratios.	(1) State the trigonometric ratios of a right-angled triangle. (2) Solving problems involving the use of trigonometric ratios.	(1) Display chart of right-angled triangle with well stated trigonometric ratios sine, cosine and tangent. (2) Solves problems involving the use of trigonometric ratios.	(1) Study the chart (2) Identify the trigonometric ratios and apply it to problem-solving.	(1) Mathematical set. (2) A chart showing trigonometric ratios of a right-angled triangle.	Students to: (1) draw a right-angled triangle, identifying trigonometric ratios. (2) calculate lengths, angles using trigonometric ratios.
6	Derived Trigonometric Metric Ratios of Special Angles 30° , 45° and 60°	Students should be able to: (1) derive trigonometric ratios of special angles 30° , 45° and 60° . (2) apply the concept of special angles 30° , 45° and 60° to problem-solving.	(1) Trigonometric ratios of: -Angle 30° -Angle 45° -Angle 60° (2) Application of trigonometric ratios to problem-solving.	Guides students to: (1) constructs right angled triangles of 30° , 45° and 60° . (2) derives trigonometric ratios using right-angled triangle and equilateral triangle.	(1) Construct right angled triangles of 30° , 45° and 60° . (2) Derive the trigonometric ratios. (3) Apply the trigonometric ratios to problem-solving.	(1) Mathematical set. (2) Cut out shapes of right-angled triangles showing angles 30° , 45° and 60°	Students to: (1) construct shapes of right-angled triangle showing angles 30° , 45° and 60° . (2) apply trigonometric ratios to problem-solving.
7	Application of Trigonometric Ratios to Problem Solving	Students should be able to: (1) apply the use of trigonometric ratios of 30° , 45° and 60° to solving problem without using a calculator. (2) solve problems of sine, cosine and tangent of angles between 0 and 360° .	(1) Application of trigonometric ratios of special angles to simple problems. (2) Sine, cosine and tangent of angles between 0 and 360° .	Guides students to: apply trigonometric ratios involving angles of elevation, and depression.	(1) Draw diagram involving angles of elevation and depression. (2) Apply trigonometric ratios to problem-solving.	(1) A mathematical set. (2) Drawing board, sheet.	Students to: (1) draw diagrams involving angles of elevation, depression etc. (2) solve problems applying the trigonometric ratios.

MATHEMATICS
SS I
SECOND TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Trigonometric Ratios WRT Unit Circle.	Students should be able to: (1) relate sine and cosine ratios to the unit circle. (2) solve problems on unit circle.	Trigonometric ratios related to the unit circle.	Displays charts of the unit circle with right-angled triangle inside for students to measure length solve problems involving unit circle for students to copy.	(1) Study the unit circle chart and measure the respective length. (2) Apply concept to problem-solving.	Chart showing unit circle.	Students to: (1) draw unit circle (2) measure angles and sides. (3) calculate ratios. (4) state relationship between trigonometric ratios and unit circle.
9	Graphs of Sine of Angles	Students should be able to: (1) prepare table of values. (2) draw graphs of sine of angles. (3) interpret the sine graph.	Graph of sine of angles.	Guides students to: constructs tables of values for sine using intervals of 30° .	Draw graphs of sine with interval of 30°	(1) Graph board, book. (2) Mathematical set. (3) Broom stick.	Students to: construct tables of values for sine using 30° , 60° etc.
10	Graph of Cosine, Tangent of Angles.	Students should be able to: (1) prepare table of values. (2) draw graph of cosine and tangent of angles. (3) interpret the cosine and tangent graph.	(1) Graph of cosine of angles. (2) Graph of tangent of angles.	Guides students to: constructs table of value for cosine and tangent, hence plotting the graph.	Construct table of value of cosine and tangent and plot graphs respectively.	(1) Graph board, book. (2) Mathematical set. (3) Broom stick.	Students to: construct tables of value for cosine and tangent of and angles in the respective graphs.
11	REVISION						
12	EXAMINATION						

MATHEMATICS
SS I
THIRD TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Mensuration I	Students should be able to: (1) revise the components of a circle. (2) find the length of arcs theoretically and practically. (3) use formula to find length.	Length of arcs of circles.	Leads students to: (1) find the lengths of arcs of circle using pie demonstration board. (2) in deducing the formula for finding length of arc. (3) solve problems using formula.	(1) Draw and label a circle. (2) Find lengths of arcs of circle using pie demonstration board. (3) Participate in deducing the formula. (4) Solve problems involving length of arcs of a circle.	(1) Pie demonstration board. (2) Round objects like ball etc. (3) String (3) Rule.	Students to: (1) draw and label a circle. (2) find lengths of some round objects like ball. (3) find length of given arcs using formula.
2	Mensuration II	Students should be able to: (1) determine the perimeter of sectors of a circle. (2) determine the perimeter of segments of circle.	Sectors and segments.	Guides students to: (1) find the perimeter of sectors of circle (2) ask students to cut out segments of circle. (3) measure certain perimeter of objects as exercise.	(1) Determine the perimeter of sectors of circle. (2) Cut out some segment from circle (3) Solve problems on lengths, sectors and segments.	(1) Pie demonstration board. (2) Round objects like ball etc. (3) String (3) Rule.	Students to: (1) determine the perimeters of given sectors. (2) find the perimeter of given segment using formula and by measurement.
3	Area of a Sector and Segment	Students should be able to: (1) find the area of a sector. (2) determine the area of a segment. (3) state the relationship between the sector and segment of a circle.	(1) Area of sectors of a circle (2) Area of segment of a circle (3) Relationship between the sector of a circle and a surface area of a cone.	Guides students to: (1) cut out circles with angles like 50° , 60° , 82° at the centre (2) find the area of given sectors and segment. (3) find relationship between the sector of a cone, circle, etc. and the surface area of such objects.	(1) Cut out sectors and measure the respective angles. (2) Deduce the formula for sectors and segment. (3) Find area of sector and segments as exercise.	Cut out card board papers with different angles, mathematical set.	Students to: (1) find area of given sectors. (2) determine the area of segment of circle or cone. (3) determine relationships between sectors and segment of circle or cone.

MATHEMATICS
SS I
THIRD TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Surface Area of Solid	Students should be able to: (1) find the surface area of: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids	Surface area of solids: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids using the standard formula.	Guides students to: (1) state the formula of the surface area of the following solids: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids (2) apply the formula to problem-solving.	(1) Recall the formula for each solid: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids (2) solve-problems by applying the formula.	Cut out shapes of (1) Cube (2) Cuboids (3) Cylinder (4) Cone (5) Prisms (6) Pyramids	Students to: (1) state the formula of the area of cube, cuboids etc. (2) apply the formula of area of solids to problem solving.
5	Volume of Solids.	Students should be able to: (1) find the volume of solids: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids	Volume of solid: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids using the formula appropriately.	Guides students to: (1) revise the area of solids and state the volume of solids: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids	Apply the formula for volume of solid to problem-solving.	Cut out shapes of (1) Cube (2) Cuboids (3) Cylinder (4) Cone (5) Prisms (6) Pyramids	Students to: (1) find the volume of solid: (a) cube, cuboids (b) cylinder, cone (c) prism, pyramids
6	Area and Volume of Frustum	Students should be able to: (1) find surface area and volumes of fraction of a cone and pyramid (2) find the surface area and volume of compound shapes.	(1) Surface are and volume of frustum of a cone and pyramid. (2) Surface area and volume of compound shapes.	Guides students to: (1) find the surface area and volume of fraction of a cone and pyramid. (2) solve some problems on finding surface area and volume of compound shapes and ask students questions.	(1) Solve problems on surface area and volume of fraction of a cone and pyramid. (2) Solve problems on surface area and volumes of compound shapes.	Model of: (1) fraction of cones and pyramids. (2) relevant compound shapes.	Students to: (1) solve problem on surface area and volume of: (a) fraction of cone and pyramids (b) compound shapes.

MATHEMATICS
SS I
THIRD TERM

THEME: STATISTICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Statistics: Data presentation	Students should be able to: (1) collect and present data in a meaningful form. (2) interpret data.	(1) Collection of meaningful data, tabulation and presentation.	Leads students to: (1) assemble the ages of students in the class as an example. (2) tabulate data collected using a range (3) list various forms of presentation e.g. bar chart, line graph etc.	(1) Collect the data on age of students in the next arm and analyse the ages.	Charts showing bars of student ages.	Students to: collect data and presentation.
8	Frequency Distribution	Students should be able to: (1) construct frequency tables. (2) draw different types of linear graphs and bar charts.	(1) Frequency distribution. (2) Linear graph, bar grapes and histograms.	Guides students to: (1) constructs table from given data. (2) draws different types of line graphs, bar chart, component bar graphs. (3) construct histogram (4) states difference between bar chart and histogram.	(1) Draw bar charts, histogram, line graph etc. from given data. (2) Enumerate the difference between bar charts and histogram.	(1) Poster of real life data. (2) Graph board, books, mathematical set.	Students to: (1) construct frequency table. (2) draw different bar charts with given data (3) draw histogram with unequal and equal width.

MATHEMATICS
SS I
THIRD TERM

THEME: GEOMETRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Pie Chart.	Students should be able to: (1) calculate the sectorial component of pie chart (2) draw pie chart correctly (3) interpret the pie chart.	Pie chart	Guides students to: (1) calculate angular equivalent of it item on the data. (2) draw chart using their compasses and protractors. (3) interpret the pie chart.	(1) Calculate sectorial angels. (2) Draw pie charts (3) Interpret data using the pie charts.	Compass, protractor, a rule etc.	Students to: (1) calculate the sectorial component of pie charts. (2) draw a pie charts (3) interpret data in a pie charts.
10	Frequency polygon	Students should be able to: construct frequency polygon of a given distribution.	Frequency polygon	Guides students to: construct frequency polygon of a given distribution.	Construct frequency polygon from a grouped data.	Graph board, papers, and books.	Students to: (1) construct a frequency polygon of a given distribution.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Values I	Students should be able to: 1. define values. 2. state the types of values. 3. explain justice and selflessness. 4. demonstrate incidences of selfless activities.	1. Meaning of values. 2. Types of values e.g. Honesty, Justice etc 3. Justice, its variation and sources.	1. Leads discussion on meaning of values. 2. Explains the types of values.	1. Define values. 2. List the types of values and ask questions.	1. Pictures. 2. Charts. 3. Textbooks.	Students to: 1. define the term values. 2. explain honesty and justice.
2	Values II	Students should be able to: 1. define values. 2. state the types of values. 3. explain justice and selflessness. 4. demonstrate incidences of selfless activities.	1. Incidences of selfless activities. 2. Instances of selfless activities e.g. charity and destitute homes, good Samaritan (Lk. 10.30-37), Red Cross Society etc. 3. Non Governmental Organizations [NGO's].	1. Guides to discuss the meaning of incidences of selfless activities. 2. Narrates the good samaritan as instances of selfless activity.	1. Participate in the class discussion. 2. Contribute to the stories.	1. Pictures. 2. Posters. 3. Bible.	Students to: 1. discuss the instances of selfless. 2. state the roles of red cross society.

**CIVIC EDUCATION
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Values III	Students should be able to: state the reasons to get involved in community services.	1. Opportunity to defend oneself e.g. contact the police, report to the authority, run to church etc 2. Involvement in the community services e.g. National Youth Service Corps [NYSC] of Nigeria, Boy's Scouts and Girl's Guide etc 3. Reasons to get involved in community service e.g. i. one feels good ii. it can strengthen one's family iii. it promotes sense of oneness etc	1. Guides students in class discussion. 2. Leads students on how to be involved in community services. 3. Guides reasons why they should involve in community services.	Participate in class discussion and also contribute.	1. Video clips. 2. Posters. 3. Charts.	Students to: 1. list three ways you can defend yourself. 2. state two reasons to get involved in community society.
4	HIV/AIDS I	Students should be able to: 1. explain the meaning of HIV/AIDS. 2. identify the symptoms of HIV. 3. state the effects of HIV/AIDS.	1. Meaning of HIV/AIDS. 2. Causes of HIV/AIDS. 3. Symptoms of HIV/AIDS.	1. Explains the meaning of HIV/AIDS. 2. States the causes of HIV/AIDS. 3. Identifies the symptoms and effects of HIV/AIDS.	1. Listen and ask questions. 2. Mention the causes of HIV/AIDS.	1. Textbooks. 2. Posters. 3. Charts.	Students to: 1. define HIV/AIDS. 2. mention four symptoms of HIV/AIDS.
5	HIV/AIDS contd. II	Students should be able to: 1. state the preventive measures of HIV/AIDS. 2. discuss the HIV/AIDS stigmatization.	1. Preventive measure of HIV/AIDS e.g. use of condom, faithfulness to partners etc. 2. Stigmatization of PLWHA. 3. Solution of people living with HIV/AIDS (PLWHA) e.g. Awareness campaign, Enlightened etc.	1. Guides students to mention five preventive measures of HIV/AIDS. 2. List some stigmatization of PLWHA. 3. Guides students to mention some of the solutions of stigmatization.	1. Participate in class discussion. 2. Contribute to the discussion.	1. Text books. 2. Video clips. 3. Charts.	Students to: state two preventive measures of HIV/AIDS.

**CIVIC EDUCATION
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Youth empowerment I	Students should be able to: 1. explain the concept of empowerment. 2. list empowerment strategies. 3. state the objectives of youth empowerment.	1. Concept of youth empowerment. 2. Meaning of empowerment. 3. Empowerment strategies e.g. education, organization etc. 4. Objectives of youth empowerment.	1. Explain the meaning of empowerment. 2. Leads students to state the strategies of youth empowerment. 3. Guides the students to list the objectives of youth empowerment.	1. Participate in class discussion. 2. State the empowerment strategies. 3. List the objectives of youth empowerment.	1. Text books. 2..Posters 3. Charts.	Students to: 1. discuss two empowerment strategies you know. 2. mention three objectives of youth empowerment.
7	Youth empowerment II	Students should be able to: 1. state the importance of youth empowerment skills. 2. list the different youth empowerment skills. 3. discuss the hindrances to youth empowerment.	1. Importance of youth empowerment e.g. it makes one-self relevant, it reduces crime. 2. Different youth empowerment skills e.g. hat making, bead making etc 3. Hindrances to youth empowerment.	1. Guides students to state the importance. 2. Leads them to mention the different youth empowerment skills. 3. Guides students to state the hindrances to youth empowerment.	1. List the importance of youth empowerment. 2. Discuss the hindrances to youth empowerment.	1. Text books. 2. Video clips. 3.Posters 4. Charts.	Students to: 1. list seven youth empowerment skills. 2. give two importances of youth empowerment skills.
8	Citizenship I	Students should be able to: 1. define citizenship. 2. state or list the goals of citizenship education. 3. discuss the benefits of citizenship education.	1. Meaning of citizenship. 2. Goals of citizenship education. 3. Benefits of citizenship education.	1. Guides students to define citizenship. 2. Leads tudents to mention four goals of citizenship education.	1. Participate in class discussion. 2. Mention the goals of citizenship education.	1. Pictures. 2. Charts. 3. Textbooks.	Students to: 1. define citizenship education. 2. state five goals of citizenship education.

**CIVIC EDUCATION
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Citizenship II	Students should be able to: 1. define laws. 2. State the types of laws. 3. list the right of individuals. 4. discuss the different between public and private laws.	1. Meaning of laws. 2. Types of laws e.g. private law, public law, criminal law etc. 3. Different between public and private law.	1. Guides students to define law. 2. Leads students to mention three types of laws. 3. States the different between public and private laws.	1. Define law. 2. Mention the types of laws. 3. Participate in class discussion.	1. Textbooks. 2. Charts. 3. Posters.	Students to: 1. define law. 2. differentiate between public and private law.
10	Nationalism and major world civic problems.	Students should be able to: 1. state the meaning of Nationalism. 2. mention some Nationalistic. 3. list the roles of Nationalistic.	1. Meaning of Nationalism. 2. Reasons for Nationalism. 3. Roles of individuals, groups and political parties.	1. Guides students to define Nationalism. 2. Leads students to list the reasons for Nationalism. 3. Guides students to mention the roles of individuals, groups and political parties.	1. Define Nationalism. 2. List the reasons for Nationalism.	1. Textbooks. 2. Newspapers.	1. define Nationalism. 2. list the roles of individuals. 3. mention three civic problems.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Representative Democracy	Students should be able to: 1. define democracy. 2. explain the characteristics of representative democracy. 3. state the advantages and disadvantages of representative Democracy.	1. Define representative Democracy. 2. Characteristics of representative Democracy. 3. Advantages of representative Democracy. 4. Disadvantages representative Democracy.	1. Guides students to define democracy. 2. Leads students to state the characteristics of democracy. 3. Guides students to state the advantages and disadvantages of representative democracy.	1. Define democracy. 2. Explain the characteristics of representative democracy. 3. List the advantages and disadvantages of representative democracy.	1. Nigerian constitution. 2. Textbooks. 3. Resource person.	Students to: 1. give five characteristic of representative democracy. 2. list three advantages and disadvantages each of representative democracy.
2	Rule of law	Students should be able to: 1. state the meaning of rule of law. 2. discuss the features of the principle of rules of law. 3. explain the maximum liberty for its citizens.	1. Meaning of rule of law. 2. Feature/Attributes of the principle of rule of law e.g. equality before the law, right to personal liberty etc. 3. Maximum liberty for citizens.	1. Leads students to define rule of law. 2. Explains the principle of rule of law. 3. Leads to discuss the maximum liberty for its citizens.	1. Define rule of law. 2. List the principle of rule of law. 3. Discuss the maximum liberty for its citizens.	1. Nigerian constitution. 2. Textbooks. 3. Resource person.	Students to: 1. define rule of law. 2. state two features of principle of rule of law.
3.	Rule of law.	Students should be able to: 1. state the meaning of rule of law. 2. discuss the features of the principle of rules of law. 3. explain the maximum liberty for its citizens.	Role of majority with adequate safe guards to the minorities e.g. geographical representative, proportional representative.	Explains the rule of majority with adequate safe guard to the minorities.	Listen and ask questions.	1. Nigerian constitution. 2. Textbooks.	Students to: state the rule of majority with adequate safe guard to the minorities.

**CIVIC EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Pillars of democracy.	Students should be able to: 1. define constitution. 2. state and explain the types of constitution. 3. list the features of constitution.	1. Meaning of constitution. 2. Types of constitution e.g. written constitution, flexible constitution etc. 3. Features of constitution.	1. Guides students to define constitution. 2. Leads students to state the types of constitution. 3. Guides students to list the features of each types of constitution.	1. Define constitution. 2. State the types of constitution. 3. Explain written and unwritten constitution.	Reccomended textbook.	Students to: 1. define constitution. 2. mention two types of constitution and explain its features.
5	Strong institutions as major pillar of democracy.	Students should be able to: 1. discuss the strong institution. 2. state other strong institution.	1. Strong institution as a pillar of democracy e.g. the Arms of government. 2. Other strong institutions e.g. Armed forces, the civic so-cities etc.	1. Guides students to mention the Arms of Government. 2. Leads students to explain the term Armed Forces.	1. Mention the Arms of Government. 2. Explain the term Armed Forces.	1. Constitution. 2. Charts.	Students to: 1. list the arms of government. 2. explain the following terms: i. armed forces ii. civic societies
6	Federalism, State and Local Government.	Students should be able to: 1. define federalism. 2. state the reasons of the adoption of federal government. 3. list the advantages and disadvantages of federalism. 4. explain the citizen's responsibilities.	1. Meaning of federalism. 2. Reasons for the adoption of federalism e.g. common colonial experience, desire for local autonomy etc 3. Advantages and disadvantages of federalism. 4. Citizen's responsibilities.	1. Guides students to define federalism. 2. Leads students to state the reasons for the adoption of federalism. 3. Guides students to list advantages and disadvantages of federalism.	1. Define federalism. 2. List the reasons for the adoption of federalism. 3. List the advantages and disadvantages of federalism.	1. Textbook. 2. Charts.	1. define federalism. 2. list four reasons for the adoption of federalism. 3. list three advantages and disadvantages each.

**CIVIC EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Political parties.	Students should be able to: 1. define political party. 2. state the functions of political parties. 3. state the types of political parties.	1. Meaning of political parties. 2. Functions of political parties. 3. Types of political parties e.g. mass party, elite party 4. Party system e.g. one party system, two party system etc.	1. Guides students to state the meaning of political parties. 2. Leads on features and functions of political parties. 3. Guides on types of political parties.	1. Define political parties. 2. List the functions of political parties. 3. Mention the types of political parties.	1. Textbooks. 2. Political logo.	Students to: 1. define political parties. 2. mention two types of political parties.
8	Free Press.	Students should be able to: 1. define free press. 2. mention types of press. 3. state the roles of free press. 4. list the limitation of press.	1. Meaning of press. 2. Types of press e.g. media, prints, electronic etc 3. Roles of free press in a democratic rule. 4. Limitations of the press.	1. Guides students on the meaning of free press. 2. State the types of press. 3. Mention some of the roles of free press.	1. Define press. 2. List the roles of free press. 3. State the limitations of press.	1. Textbooks. 2. News papers. 3. Radio.	Students to: 1. define free press. 2. state two types of media. 3. list four roles of free press.
9	Human Rights.	Students should be able to: 1. define human rights. 2. state some human right. 3. mention the date of declaration of human rights.	1. Meaning of human rights. 2. Examples of human rights. 3. History of UDHR.	1. Guides students to define human right. 2. Leads students to mention some examples of human rights. 3. Discusses the history of UDHR.	1. Define human rights. 2. Mention four examples of human rights.	1. Textbooks. 2. 1999 Constitution.	Students to: 1. define human right. 2. state two examples of human rights.
10	The seven freedom of UDHR.	Students should be able to: 1. explain the meaning of seven cores of freedoms of UDHR. 2. mention the seven core freedoms of UDHR.	1. Meaning of the seven core freedoms of UDHR. 2. Seven core freedoms of UDHR e.g. freedom discrimination, want fear etc.	1. Guides students to explain the meaning of seven freedom core of UDHR. 2. Discusses the seven core freedom of UDHR.	1. Explain the meaning of seven freedom of UDHR. 2. Mention six core of freedom of UDHR.	1. Textbooks. 2. News papers.	Students to: explain the seven core freedom of UDHR.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Responsibility of individuals and groups in maintaining human rights [UDHR]	Students should be able to: list the roles of some individuals and groups advocating for human right.	1. Role of individuals and groups e.g. advocacy through prints, electronic media, awareness campaigns etc 2. Examples of individual e.g. Gani Fawerimi, Femi Falana etc. 3. Examples of groups NGO's, NUJ, Amnesty international etc.	Guides students to state the roles of individuals and groups advocating for human right.	State the roles of individuals and groups.	1. Textbooks. 2. News papers. 3. Charts.	Students to: state the roles of some individuals and groups advocating for human right.
2	Responsibilities of Government in maintaining human right.	Students should be able to: list the roles of Government in maintaining human right.	Establishment of agencies e.g. legal aid council, UBE, NAPEP, TIO, NAPTIP etc.	Leads students to mention some of the Government establishment agencies.	State some of the Government establishment agencies.	1. Textbooks. 2. News papers. 3. Charts.	Students to: state some of the Government establishment agencies.
3.	Cultism I	Students should be able to: 1. define cultism. 2. identify the different cult groups and their symbols. 3. state the origin of cult. 4. list reasons for cult groups.	1. Meaning of cultism. 2. Different cult groups [especially in schools] e.g. Black Axe, Buccaneers, Eiye etc. 3. Origin of cultism.	1. Guides students to define cultism. 2. Leads students to state the different cult groups. 3. Leads students to state the origin of cult.	1. Define cultism. 2. Name the different cult groups and their symbols. 3. State the origin of cult.	1. Textbooks. 2. News papers. 3. Photographs.	Students to: 1. define cultism. 2. list three different groups and their symbols. 3. state the origin of cult.

**CIVIC EDUCATION
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Cultism II	Students should be able to: 1. state the consequences of cultism. 2. list the reasons for joining cult.	1. Reasons for joining cult e.g. the urge and desire to be important, to look tough, sense of security etc. 2. Girls in cult. 3. Consequences of cultism e.g. expulsion, ,murder, untimely death etc	1. Explains the reasons for joining cult. 2. Guides students to discuss girls in cult. 3. Analyses the consequences of cultism.	1. List the reasons for joining cult. 2. Participate in class discuss. 3. Mention the consequences of cultism.	1. Magazine. 2. Video clips. 3. Textbooks.	Students to: 1. list three reasons for joining cult. 2. mention six consequences of cultism.
5	Cultism III	Students should be able to: state four preventive measures against cultism.	1. Preventive measures against cultism e.g. abiding in rules and regulations, studying hard, faith in God as a protector etc	Guides students on ways to prevent cultism.	Discuss ways of preventing cultism.	1. Magazine. 2. Video clips. 3. Textbooks.	Students to: state four preventive measures against cultism.
6	Orderliness	Students should be able to: 1. define orderliness. 2. mention examples of orderliness.	1. Meaning of orderliness. 2. Examples in the society e.g. listening skills, driving skills. Decorum, queuing culture etc.	Leads students to define orderliness and mention some examples.	Actively participate in the process.	1. Magazine. 2. Video clips. 3. Textbooks.	Students to: defines orderliness and state some example of orderliness.
7	Human Trafficking	Students should be able to: 1. define human trafficking. 2. state the causes of human trafficking. 3. universal causes of human trafficking.	1. Meaning of human trafficking. 2. Causes of trafficking e.g. poverty, greed, corruption, low self esteem etc. 3. Universal causes of human trafficking e.g. lack of public awareness of dangers of trafficking, lack of effective anti trafficking legislations etc.	1. Guides students to define human trafficking. 2. Leads students to mention the causes of human trafficking. 3. Guides students to state the universal causes of human trafficking.	1. Explain human trafficking. 2. Outline the causes of human trafficking.	1. Textbook. 2. Pictures. 3. Pamphlets.	Students to: 1. identify the causes of human trafficking. 2. write an essay on the danger of human trafficking.

**CIVIC EDUCATION
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8 & 9	Human Trafficking II	Students should be able to: 1. define human trafficking. 2. state the causes of human trafficking. 3. universal causes of human trafficking.	1. Causes of human trafficking e.g. abject poverty, lack of political, social and economic stability etc. 2. Causes of human trafficking from countries, origin of destination.	Guides students to list the causes of human trafficking from countries of origin.	Participate in class discussion.	1. Textbook. 2. Pictures. 3. Pamphlets.	Students to: mention the causes of human trafficking from countries of origin.
10	Human Trafficking III	Students should be able to: 1. state the effect of human trafficking. 2. list the consequence of human trafficking.	1. Effects and consequences of human trafficking e.g. death, unwanted pregnancy, loss of man power, drug and alcohol addiction etc 2. Government and individual effort to stop human trafficking e.g. NATIP, Enactment of law, Roles of NGO's like WATCLEF.	1. Guides students to mention the efforts of government and individuals in stopping human trafficking. 2. Leads students to state the consequences of human trafficking.	Contribute to the discussion and take down note.	1. Textbook. 2. Pictures. 3. Pamphlets.	Students to: 1. mention five consequences of human trafficking. 2. list the effect of human trafficking.
11	REVISION						
12	EXAMINATION						

**BIOLOGY
SS I
FIRST TERM**

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
1	SCIENCE OF LIVING THINGS	Student should be able to: 1. explain the meaning of biology 2. mention the two major field of biology – botany and zoology 3. list steps involved in scientific methods hypothesis, theory and law, controlled experiment. 4. state the usefulness of biology	1. Biology as a science 2. the scientific methods 3. Usefulness of biology	1. Teacher introduces the subject biology and mention the two major field botany and zoology 2. List the steps involved in scientific method 3. Prompt the students to elicit facts on the usefulness of biology	1. Student listen attentively 2. State the steps involved in scientific methods after the teacher 3. Mention the usefulness of biology as a career.	1. Charts showing the two major field of biology as well as specialized field 2. Diagrammatic representation of the steps involved in scientific methods	Students to: 1. what is biology 2. mention the two major fields of biology 3. list and briefly explain the steps involved in scientific methods 4. state the importance of biology

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
2	RECOGNIZING LIVING THINGS	Students should be able to: 1. state the characteristics of living things 2. give examples of levels of organization of life 3. state complexity of organization in higher organizations	1. Characteristics of living things 2. Differences between plants and animals 3. Organization of life a. Levels of organization of life - Cell Euglena - paramecium) - Tissue (Hydra) - Organ (Onion bulb, the heart of a cow) - System (eg. Digestive system, excretory system). b. Complexity of organization in higher organisms and disadvantages	1. Teacher proved a live cockroach and a potted plant. Teacher asks students to observe. 2. Teacher prepare or brings prepare microscope slides of Euglena or Paramecium, and Hydra mounts them on the microscope 3. Teacher provides onion bulbs, cow's heart and the digestive system of a goat.	1. Students collect as many living things as possible from the school premises and record them 2. Students view the slides ;under the microscope and record their observation 3. Students observe the specimens, record their observations and make inferences	1. Plants and animals in the environment 2. Slides of unicellular organism, onion bulbs, cow's heart, alimentary canal of a goat 3. Charts of the above organisms 4. Models of heart and digestive system of some animals	Students to: 1. list three characteristics of living things 2. state three differences between plants and animals 3. state two advantages and disadvantages each of complexity in higher organisms.

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
3.	Classification of living things 1. Kingdoms Monera, Protista.	Students should be able to: 1. state the characteristics features of the kingdoms and give specific examples of representative organisms 2. describe each of the representative organisms 3. recognize each of the representative organism	1. Kingdom monera (prokaryotes) single-celled, motile or non-motile organisms. No definite nucleus, Bacteria and blue-green algae make up this kingdom. 2. Kingdom protista (Eukaryotes) Single-celled motile or non-motile organisms complex cell structure with definite nucleus e.g. Chlamydomonas and amoeba	1. Teacher to grow cultures of bacteria and blue-green algae 2. Teacher prepare slides of chlamydomonas or amoeba 3. Teacher guide the students to collect ditch water and view samples under microscope.	1. Students to observe the cultures, record and make inferences 2. Students view the slides and ditch water under the microscope, record their observations and make inferences	Culture of boctena and blue-green algae Microscope, microscopic slides, cover slips and ditch water Prepared slides of amoeba, chlamydomonas etc.	Students to: 1. state the characteristics features of the kingdom of monera and protista 2. student should be able to describe single celled organism 3. state some examples of single celled organisms

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
	Classification of living things 1. Kingdoms Monera Prostista and fungi, Plantae and Animalia	Students should be able to: 1. state the characteristics features of the kingdom fungi, plantae and animalia. 2. give specific example of representative organisms. 3. describe specific and mushrooms. 4. describe specific examples of representative organism.	1. Kingdom fungi Eukargotes): Mainly non-motile organisms composed of hyphae containing nuclei e.g moulds, musharooms and rhizopus. 2. Kingdom plantae Eucargotes) mainly called non-motile organisms which contain chlorophy II that enable them to photosynthesis e.g perns pines oil palms and yam plants. 3. KingdomAnimaha (Eucarytes) many-celled, motile organisms that feed on other organism e.g corals worms, frogs, snakes, monkeys and cows.	1. Guides students to uproot the perm plant, collect pistia (water lettuce) and breaks some branches of shrubs and bring them to the laboratory for students to observe. 2. Uses the chart of various kingdom to explain and to describe their characteristic features.	Observe and record observation and make inference.	1. Mushroom or mould 2. Moss, ferms, water lettuce flowering plants. 3. Charts/drawing all the organism listed above.	Students to: 1. state how to grow Rhizopus. 2. describe Rhizopus and mushroom. 3. describe structures, habitabs and adaptive features of moss, ferm, lemna, pistia and flowering plants. 4. describes structures, habitats and habitat adaptive features of earthworms, cockroach, snail, toad etc.

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
4.	The Cell	The student should be able to: 1. recognize single celled organism: Amoeba, paramecium, euglena, chadamoymones. 2. distinguish between free-living cells and idonies, filaments and tissues. 3. describe the general structure of a cell. 4. list the function performed by the organ cells. Differentiate between plant and animal.	1. Cell as a living unit of organism. 2. Forms in which living things exist: i. idenpent: amoeba, paramecium, eugiena etc. ii. as colony, e.g. volvox iii. as filament e.g. spirogyra. 3. Cell structure: i. the cell theory ii. cell structure and function of cell components. iii. differences and similarities between plant and animal cells.	1. Provides prepared slides of paramecium or euglena, volvox and spirogyra. 2. Guides students to collect spirogyra, from ponder ditch, feel and observe and record their observations. 3. Draws and label how organism on the board. ii. Mounts slides of plant and animals cell for student's observation. iii. Presents charts showing similarities and differences in plants and animal cells.	1. Observe the slides under the microscope and record their observations 2. Observe spirogyra and note its nature 3. Draws and label those organisms 4. Observes slides and charts of plant and animal cell draw and not their differences and similarities.	1. Microscope 2. Slides 3. Prepared slides 4. Charts showing forms in which cells exist. 5. A generalized diagram of a cell. 6. Diagram/charts of plant and animal cells.	Students to: 1. state why the cell is a living unit. 2. identify the various forms in which cells exist. 3. describe the structure of the cell. 4. differentiate and distinguish a plant cell from an animal cell.

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
5.	The cell and its environment	Student should be able to: 1. demonstrate Diffusion and Osmosis experimentally using living and non living tissue. 2. recognize that osmosis is a form of diffusion. 3. recognize that plasmolysis can lead to wilting and haemolysis and lead to loss of blood.	1. Diffusion i. Definition ii. Process iii. Significances 2. Osmosis i. Diffusion of water through a selectively permeable membrane ii. Haemolysis iii. Plasmolysis iv. Osmometer with living material v. Biological significance of these processes.	1. Provides chap perfume and request a student to spray it one end of the classroom 2. Places a crystal of potassium permanganate in a beaker of water and leave it to stand and ask the students to observe what has happened 3. Demonstrates experiments to show osmosis in a i. A non-living system and ii. A living system 4. Demonstrates experiment to show effects of solutions of different concentrations on red blood cells, effects of water and sugar solution on onion cells.	1. Sprays the perfume as directed by the teacher. 2. Describe what happened. 3. Repeat the experiments, observe, record and discuss their observation. 4. Describe what happened or result of the experiment. 5. List the biological significance of these processes.	Perfume potassium permanganate, beaker and water Pig's bladder thistle punnel sugar, peeled yam, slopper and champ.	Student to: 1. state definitions of the processes. 2. carryout experiments to demonstrate the process.

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
6	Some properties and functions of the cell	Students should be able to: 1. recognize that some nutrients (micronutrients) are needed in small quantities which others (macronutrients) are needed in large quantities. 2. recognize that certain cells are autotrophic and other are heterotrophic. 3. discuss the role of enzymes in digestion 4. infer that excretion is the removal of metabolic waste products from the cell which may be toxic or excess of the need of the cell. Removal of wastes is by diffusion through the contractile vacuole.	1. Feeding definition and types i. Micronutrients ii. Macronutrients 2. Autotrophy i. Photosynthesis ii. Chemosynthesis 3. Heterotrophy 3. Role of enzymes 4. Excretion 5. Excretory organ cells in living cells. ii. Waste products of metabolic activities of living cells. iii. Forms in which waste products are excreted.	1. Sets up experiment to show: a. the effects of different nutrients on spirogyra b. the effects of high concentration of fertilizers on plants. 2. Guides students to demonstrate action of palyalin on cooked starch. 3. Sets up experiments to demonstrate the release of oxygen during photosynthesis. 4. Performs experiment to show: a. that a carbon dioxide (carbon Iv oxide) is used by green plants in sunlight. b. that starch is formed in photosynthesis.	1. Observe, record and discuss experiments. 2. Observe the experiments and to identify the gas produced using a glowing splint. 3. Observe the experiments, record and discuss their observations. 4. Produce saliva from their mouths to carryout the experiments.	1. Spirogyra fertilizers yeast and rat. 2. Conical flash, boiling tube, Elodea plant. 3. Sodium hydroxide, rubber bung, conical hask, potted plants, clamp, Vaseline	Students to: 1. write shorts note on the following: i. micronutrients ii. macronutrients iii. heterotrophy v. photosynthesis 2. differentiate between autographs and heterotrophy. 3. state three basic materials necessary for photosynthesis 4. state and discuss the role of enzymes in digestion. 5. define excretion in relation to cell.

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDES
				TEACHER	STUDENTS		
7.	Some properties and functions of the cell	Students should be able to: 1. recognize that cells require proteins, fats and oil, carbohydrates for the production of new protoplasm, for repair, growth and provision of energy. 2. show experimentally that the breakdown of carbohydrate may partial (fermentation) or complete.	1. Cellular respiration. i. Definition of cellular respiration. ii. Aerobi respiration catabolism) Krebs cycle. iii. Anaerobic respiration iii. Anaerobic respiration. iv. Energy release during respiration 2. Anabolism – usefulness of food.	1 Set up experiment. a. Respiration in yeast anaerobi. b. Respiration in rat aerobic). 2. Draws the krebs cycle on the chalkboard .	1. Observe and discuss experiments. 2. Draw the kerbs cycle along with the teacher. 3. Observe the experiments and text for the presence of carbon iv oxide in the gas given out in aerobi respiration.	Yeast and Rat Glass bottle bent glass tubing, testube, lime water, living rat respiratory bottle, two hole rubber stopper.	Students to: 1. write the different stages of the krebs cycle. 2. distinguish between aerobic and anaerobic respiration. 3. discuss the uses of food to organisms.

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
8.	Some properties and functions of the cell and growth	Students should be able to: 1. identify growth as: i. increase in dry weight ii. irreversible increase in size and length iii. increase in number of cells. 2. carryout experiment: i. from which brings growth curves could be constructed ii. determine the regions of fastest growth e.g in the root 3. demonstrate by experiment factors that affect growths. 4. explain the ability of cell to respond to external stimuli	1. Basis of growth cell division (mitosis) enlargement and differentiation ii. Regulation of growth by hormones 2. Cell reactions to its environment ii. Irritability as basic characteristics of the protoplasm iii. Types of responses	1. Teacher sets up experiments to show factors that affect plant and animals growth such as availability of nutrients, water, humidity, light, temperature and hormones. 2. Teacher performs experiments to show: a. Phototropic response of shoots b. Geotropic response of shoots c. Phototactic response in earth worm 3. Teacher sets experiment to show growth as: a. Increase in grass height b. Increase in length	1. Students to plant maize grains and cowpea seeds and watch them germinate and grow. Taking note of the length of stem and number of leaves produced and record daily 2. Students observe experiments record and draw up conclusions.	1. Graph sheets, potted plant to take record of growth on daily basis 2. Prepared slides of paramecium and euglena, microscope culture of paramecium and euglena 3. Rotted plants, cut out shoots of plants, earth worm	Students to: 1. define the growth in relation to cell division 2. describe factors that affects growth 3. Write short note on the following: a. meristem b. intercalary growth c. mitosis 4. describe one experiment to demonstrate tropism in shoots and another in roots.

**BIOLOGY
SS I
FIRST TERM**

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
9.	Movement	Students should be able to: 1. explain ability of cell to defect and respond to external stimuli. 2. recognizes some organ cells for movement 3. identify structural adaptations for mobility eng. Cilia and flagella	1. Movement i. Cyclosis ii. Organ cells for movement iii. Growth movement as regulated by auxins	Teacher makes a. Cultures of paramecium and euglena and mouth them under the microscope b. Teacher provides prepared slides of paramecium and euglena	1. Students observe movement paramecium and euglena 2. Students observe cilia and flagella using prepared slides	1. Prepared slides of paramecium and euglena 2. Microscope culture of paramecium and euglena	Students to: 1. mention the organ cell used by paramecium and euglena for movement 2. what are the roles of the following hormones in plants i. Auxins ii. Gibberellins iii. Cythokinins

BIOLOGY
SS I
FIRST TERM

THEME 1: ORGANIZATION OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
10	Some properties and functions of the cell continued. reproduction	Students should be able to: 1. recognize reproduction of the ability of living things to produce new individual of their type 2. distinguish between sexual and asexual reproduction 3. explain the following types of reproduction: - Asexual - Sexual - Vegetative propagation - conjugation - Fertilization 4. mention the parts of the male and female gonads	Reproductions forms of reproduction a. Asexual i. Fission ii. Budding iii. Vegetative propagation b. Sexual i. Conjugation ii. Fusion of male and female gametes, mitosis, structure and functions of the male and female gametes	a. Teacher provides yeast, warm water and plastic bowls b. Teacher provides prepared slides of conjugation in paramecium c. Teacher provides prepared slides of conjugation in spirogyra and longitudinal section of the pistil of a glower d. Teacher gets students to collect flamboyant flower.	a. Students make temporary mount of yeast cells, identify and draw yeast cells, that show budding b. Students examine mounted paramecium, identify and draw conjugating paramecia c. Students to observe, record and discuss with the teacher taking note of ovule which contains the ovum, and all other parts of the flower.	1. Yeast, warm water, plastic bowls. 2. flowers of different plants, flamboyant (flame of the forest) flowers, razor blade 3. Charts of male and female gonads	Students to: 1. what is vegetative propagation: i. asexual ii. sexual reproduction 2. write short note on the following: - budding - binary fission - conjugation - reproduction 3. differentiate between mitosis and meiosis. 4. in a tabular form, list 4 differences between sexual and asexual reproduction.
11	REVISION						
12	EXAMINATION						

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
1	Tissues and supporting systems	Students should be able to: 1. recognize different skeletal and supporting tissues 2. state the arrangement of skeletal and supporting tissues in animals 3. state the different supporting tissues (turgid parenchyma, collenchymas, xylem (wood) sclerenchyma) in plants, and the arrangement of these supporting tissues 4. state the functions of skeleton and supporting tissues	1. Skeleton and supporting systems in animals: i. Biological significance ii. Forms e.g Chitin, cartilages and bones. 2. Types of skeletons i. Hydrostatic skeleton ii. Exo-0skeleton iii. Endo-skeleton 3. Vertebrate skeletons - The skull - Sternum and ribs - Limb girdles - Limbs 4. Bones of the vertebral column	1. Teacher provide cockroaches, grasshoppers, centipede, earthworm and cartilaginous fish, individual bones of the mammalian skeleton and infant mammalian skeleton 2. Teacher provide transverse section of roots and stem of monocotyledonous and dicotyledonous plants 3. Teacher to provide materials for students to make a working model of a human arm	1. Students observe all the specimens taking note of the different skeletons and stating the types of skeleton 2. Student to identify and list the main parts of the mammalian skeleton. 3. Student view transverse section of roots, stem and leaves under micro scope and make drawing of the tissues taking note of the shapes of the cells of various tissues. 4. List differences between monocot and dicot plants 5. Observe the protective functions of the shell of snails and skull of a toad.	1. Arthropods earthworms cartilaginous fish, mammalian skeleton 2. Monocotyledonous and dicotyledonous plants e.g guinea grass, and water leaf, snails and toads	Students to: 1. state three differences between monocotyledonous and dicotyledonous plant 2. state the relationship between skeleton and muscles during movement 3. discuss what plants and animals would look like without exo-and endo-skeleton 4. use the boiling or burying method to produce the skeleton of a small mammal. 5. identify the characteristics of different bones of the vertical column.

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
2.	Tissues and supporting system continued	Students should be able to: 1. state the functions of skeleton and supporting tissues in animals and plants and how these functions are performed 2. construct a working model of a human arm and explain how it functions	Different types of supporting tissues in plants: - location and arrangement of structural components - functions of skeleton in animals: i. protection ii. support iii. locomotion - functions of supporting tissues in plants: i. strength ii. rigidity iii. resistance against the forces of wind and water.	3. Teacher to provide a small mammal and guide students to produce a mammalian skeleton 4. Teacher to provide different bones of the vertebral column and guide the students to identify their features.	2. Students to extract skeleton using small mammalian either by boiling or burring method 3. Student to note the distinguishing features of the bones of the vertebral column.	1. Small mammals 2. Pot heating source eg. Store and cooker 3. Mentholated spirit, bleach 4. Different bone specimens from the vertebral column	Students to: 1. state the functions of skeleton and supporting tissues in animal and plants 2. state the location of the supporting tissue in plants.

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
3.	Nutrition in mammals	Students should be able to: 1. define what food substances are 2. list types of food substances and state wheat make a balanced diet is 3. list types of heterotrophic nutrition and feeding mechanism in holozoic organism	1. Food substance: a. Types of food substances i. Carbohydrates ii. Fats and oils iii. Proteins iv. Mineral salts v. Vitamin vi. Water b. Balanced diet c. Heterotrophic nutrition - Types of heterotrophic nutrition - Holozoic nutrition - Saprophytic nutrition - Parasitic nutrition	1. Teacher provide garri, yam, rice, meat, butter, olive oil, common salt, fish prawn, pepper, cowpea, beans crabs and onions etc. to the class 2. Teacher perform experiment to show a. Show emulsification of fats or oils b. Identification of different food types. Teacher perform experiment to show that yeast cells	1. Students categorize the food items under for classes of food 2. Students observe the experiments and make inferences 3. Students grow rhizopus on bread and observe the degradation of the bread daily	1. Many types of food 2. Charts showing the constitutes of a balanced diet 3. Olive oil, bile from bird and yeast, fresh meat. 4. Materials for performing food tests e.g. feeling's solution and benedict's solution	Students to: 1. list five food items that contains fats and oil, protein and carbohydrate 2. describe a meal that is balanced and identify the food substances it contains 3. distinguish between heterotrophic and holozoic feeding.

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
4.	Nutrition in animals continued feeding mechanism in holozoic	Students should be able to: i. list types of mammalian teeth ii. describe the structure of a mammalian tooth iii. state the dental formula and adaptation of dentition to mode of nutrition 2. describe digestion in Amoeba, Earthworm cockroach grass hopper and birds.	1. Feeding mechanism in holozoic organisms: - filter feeding - deposit feeding - fluid feeding 2. Mammalian teeth a. The different types of teeth: i. Incisors ii. Canines iii. Premolars iv. Molars b. Structure of a tooth c. Dental formula d. Adaptations of dentition to mode of nutrition 3. Enzymes a. What are enzymes b. Characteristics of enzymes c. Classification of enzymes d. Importance or enzymes	1. Teacher performs experiment to show that yeast cells produce a digestive enzyme that degrade food. 2. The teacher expose some pieces of meat in the laboratory 3. Teacher collects different types of teeth from the abattoir and from killed cats or goat 4. Teacher to dissect a cockroach and a pigeon to show the alimentary canals 5. Teacher performs experiment to test for the acidity of the enzymes ptyalin	Student to: 1. Observe the different teeth, draw and label 2. Observe the experiment, record and discuss	1. Teeth of herbivore and carnivores 2. Chart showing or illustrating the internal structure of a mammalian tooth Saliva, test tubes, benedict solution, starch iodine solution, distilled water.	Student to: 1. list types of teeth 2. draw and label a mammalian tooth 3. state function of ptyalin in food digestion 4. list the various types of enzymes in their importance in digestion

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
5.	Basic ecological concepts	Student should be able to: 1. name components of any ecosystem 2. measure or estimate sizes of some ecosystem 3. relate the dynamic nature of an ecosystem to its size.	Ecosystem Component and sizes 1. Ecological concepts – Environment – Biosphere – Lithosphere – Hydrosphere – Atmosphere – Labiates – Niche – Population – Biotic community (biome) – Ecosystem ii. Component of an ecosystem and sizes – Abiotic, biotic aquatic, terrestrial	1. Teacher takes student on a field trip to at least one of the biotic communities e.g a forest reserve or a botanic garden 2. Teacher makes available study chart, photographs, and films of different biotic communities in Nigeria and biomes of the world 3. The teacher guides the students to study what happens to a cleared piece of land and also to study the effects of food shortage using mice. 4. Teacher guides the student to measure of the ecosystem.	1. Student study the community record and discuss 2. Students study them and discuss 3. Student to observe the rats discuss and make conclusions.	Charts, photographs, films Nice food	Student to: define ecosystem, niche and habitat.

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
6.	Basic ecological concepts continued	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. mention major local Nigerian) biotic communities 2. give name of organisms typical each communities 3. briefly describe different types of communities in <ol style="list-style-type: none"> a. Tropical regions b. Temperate regions 4. name ecological factors common to all habitats. 5. briefly describe each of the factors pointing out their relative importance 	<ol style="list-style-type: none"> 1. Local biotic communities or biomes <ol style="list-style-type: none"> i. Tropical rainforest ii. Southern guinea savanna iii. Northern guinea savanna iv. Sahel savanna v. desert vi. Swamp/estuarine regions 2. Major biomes of the world: <ol style="list-style-type: none"> i. tropical forest ii. savanna iii. desert iv. shrub v. afro-alpine vi. swamp 	<ol style="list-style-type: none"> 1. Teacher displays the ecological instruments before the students and makes them to use them to measure ecological factors. 2. Teacher takes students to the field and show them how to measure the populations of a small area. 	<ol style="list-style-type: none"> 1. Student to study one or more of those ecosystem: a rotten log, a puddle and a pond, a stream and river a bush. 2. Students study the instruments and write their use 3. Student use the materials provided to measure the population of a small area. 4. Students make histograms, bar charts and graph to show different species in a community 	<p>Dry and wet thermometer, soil thermometer, rain gauge, quadrat, fish trap, a pooter, insect net, specimen, bottles etc.</p>	<p>Students to:</p> <ol style="list-style-type: none"> 1. describe the major biomes of the world and give the characteristics of each biome. 2. list the various factors affecting the population of an area. 3. with the aid of a histogram, show the various animal/plant species in a given area.

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
7.	Continuation Basic ecological concept	Students should be able to: 1. name ecological factors common to all habitats 2. briefly describe each of the factors pointing out their relative importance 3. mention the factors which affect water retentively of soil, types and determine the amount of water each soil type can hold.	1. Population studies by sampling method. i. Population size ii. Dominance iii. Density iv. Factors that affect population 2. Ecological factor aquatic, terrestrial, and factors common to habitats. Importance of ecological factors to population of animals and plants. 3. Relationship between soil types and water holding effect of soil on vegetation 4. Simple measurement of ecological factors a. Physical factors b. Edaphic factors ii. Measuring instruments	1. Teacher provides loamy soil, sandy soil and clay soil, measuring cylinder, cotton wool, funnel and water 2. Show students how to use various results to draw inference 3. Show students how to use measuring instruments to measure the physical factors of an ecosystem. E.g temperature, rainfall etc. ii. Teacher displays ecological instruments.	1. Students observe the drainage capacity of each soil type. 2. Students take record and discuss their observations Students measure some of the ecological factors which they have studied e.g. Temperature	- Loam soil - Sandy soil - Clay soil - Measuring cylinder, cotton wool, funnel and water Different types of measuring instruments e.g. thermometer rain gauge meter-rule measuring cylinder, wind vane	Student to: 1. state ecological factors common to all habitats 2. name factors that affect population 3. list some measuring instrument and their uses e.g. thermometer rain gauge meter-rule measuring cylinder wind vane 4. mention the different types of soil and explain what determines the amount of water each soil can hold.

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
8.	Function in ecosystem	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. define the terms autotrophs and heterotrophs 2. recognize that food relationship among living things 3. state that trophic level refers to the parts of food chain 4. define or describe food chains and pyramid of energy/number 5. describe the nature of energy flow in the ecosystem 4. state that is a progressive diminution of the feeding chain 5. recognize a definite change in number of individual from one feeding level to another. 	<p>1. Autotrophy and Heterotrophy</p> <ol style="list-style-type: none"> i. Producers (autotrophs) ii. Consumer heterotrophs) iii. Aquatic and terrestrial examples of producers and consumers <p>2. Trophic levels</p> <ol style="list-style-type: none"> a. Energy relationship concepts of <ol style="list-style-type: none"> i. Food chain ii. Food web b. Non-cyclic nature of chemical energy transfer c. Nutrient cycle <p>3. Energy flow</p> <ol style="list-style-type: none"> i. Food/energy relationship in aquatic and terrestrial environments. ii. Pyramid of energy/numbers iii. Nature of energy flow as describe by food chains 	<ol style="list-style-type: none"> 1. Show examples of autotrophs and heterotrophs to students 2. Guide student to make chart showing relationship among organisms e.g food chain and food web. 	<ol style="list-style-type: none"> 1. Students collect organisms and classify them as producers consumers and decomposers 2. Students develop a chart showing food relationship among organism 3. Students construct and explain pyramid of energy/numbers 	<ol style="list-style-type: none"> 1. Plants and animals 2. Cardboard paper, marker 3. Cardboard paper, marker 	<p>Students to:</p> <ol style="list-style-type: none"> 1. state the distinguishing feature between an autotroph and heterotroph 2. distinguish between pyramid of energy and pyramid of numbers. 3. use food chain to describe energy flow in an ecosystem.

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
9	Energy transformation in nature	Students should be able to: 1. use the knowledge of energy losses in the ecosystem to explain the pyramidal shape of feeding relationships. 2. state that only a small percentage of the radiant energy actually gets to plants 3. state the first and second laws of thermodynamics and use them to explain ecological events such as pyramid of energy, food chain, energy flow.	1. Energy loss in the ecosystem i. Solar radiations its intake and loss at the earth surface ii. Energy loss in the biosphere iii. Measure of primary production e.g. the amount and rate of energy fixation. 2. Laws of thermodynamics - First law - Second law application of both laws to ecological phenomena	1. Teacher draws on the chalkboard the pyramidal shape of feeding relationship 2. Teacher uses the law of thermodynamics to explain energy flow across the trophic level	1. Students discuss energy loss as a limiting factor in primary production i.e production of autotrophy) 2. Students recall instances which are explained by laws of thermodynamics.	Charts and cardboards	Students to: 1. state why the tip of the pyramid of energy has the least number of organisms 2. state the first and second law of thermodynamics 3. mention 3 types of ecological pyramid and explain them

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
10	Relevance of biology to agriculture	Students should be able to: 1. classify plants using botanical and agricultural techniques of classification 2. describe the effects of various agricultural activities on ecological systems 3. identify pest of various crops and indicate their control 4. describe some common diseases caused by pest and their control 5. identify factors that affects production of crops 6. identify some methods of preserving and storing food stuff 7. list the factors	1. Classification of plants i. Botanical classification (eg. algae, spermatophytes) ii. Agricultural classification e.g fibers, latex) iii. Classification based on life cycles e.g annuals, perennials) 2. Effects of agricultural activities on ecological systems i. Bush clearing/burning ii. Tillage iii. Fertilizer/herbicide and the effects iv. Effects of different types of farming on ecological system 3. Pests and diseases of agricultural importance i. Knowledge of pest types, life cycle and control) ii. Diseases (types control)	1. Teacher shows students various types of plants and classifies them. 2. Teacher leads students to visit farm projects to observe various effects of fertilizers and herbicides 3. Takes students on field trip to a farm land cleared by burning 4. Take students to a livestock farm to identify pest of animals.	1. Students collect specimen of various plants and classify them using the three techniques. 2. Teacher leads students to visit farm projects to observe various effects of fertilizers and herbicides 3. Takes students on field trip to a farm land cleared by burning 4. Take students to a livestock farm to identify pest of animals	1. Different types of plant 2. Charts showing different plant types 3. Small birds 4. Diseased plant types. 5. Pre-mature fruits shed by diseased plants 6. Different types of plant pest eg. Cassava mosaic	Students to: 1. make a large charge showing different ways of classify plants 2. discuss the effect of bush burning on a piece of farm land 3. list some plant pest and discuss their economic importance

BIOLOGY
SS I
SECOND TERM

THEME 2: ORGANISM AT WORK

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
	Relevance of biology to agriculture continued	Students should be able to: 1. identify factors that affect production of crops 2. identify some methods of preserving and striving food stuff 3. list the factors that affects i. Population growth ii. Availability of man's food.	1. Food production and storage i. Ways of improving crop yield ii. Causes of wastage methods of preserving and storing food 2. Population growth and food supply reproduction and population growth 3. Relationship between availability of food and human population effects of food storage. 4. Government efforts to increase food production eg. agricultural revolution	1. Demonstrate different food storage methods to students e.g. during process 2. Collect a large number of insects and use them to demonstrate the effect of food shortage	1. Students to set up experiments to show how food can deteriorate in storage 2. Students practice different modes of food preservation 3. Students carryout an experiment to show the effect of limited food on animals populations e.g mice, lizard etc.	1. Fresh vegetable 2. Dry vegetables 3. Fresh cassava 4. Processed garri.	Students to: 1. discuss common ways of preserving farm products 2. list the consequences of shortage of food (food crisis) on the population
11	REVISION						
12	EXAMINATION						

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
1	Micro-organisms around us	Students should be able to: 1. identify some micro-organisms in air and water 2. state the characteristics (colour, pattern of growth, appearance) of colonies of micro-organisms 3. identify micro-organisms that can be found on and inside human bodies e.g under the finger nails, mouth cavity and expired air 4. describe the effects (beneficial and harmful) of micro-organisms on human body.	1. Micro-organism in air and water i. Group of micro organisms: bacterial, viruses, some algae protozoa and some fungi ii. concept of culturing 2. Identification of micro-organisms in i. Air ii. Pond water iii. River iv. Stream 3. Micro-organisms in our bodies and food: ways in which and places through which micro-organisms enter our bodies 4. Carriers of micro-organisms. Examples of carriers of micro-organisms, location of micro-organisms in carriers. Types micro-organisms	1. Divide the students into working groups provide each group with sterilized Petri dishes which contain culture medium 2. Coordinate the activities of the students and have them discuss their experiments 3. Mount some specimen from the different Petri-dishes under a micro scope and ask pupil to observe 4. Put up a chart showing the effects of micro-organisms	1. Students in each group grow cultures of micro-organisms from air, water and under the finger nails 2. The should live the cultures for three days and then observes, record and make inferences 3. Perform experiments to show presence of micro-organisms on the teeth, in expired air and dirt under the nails. 4. View the micro-organisms under the microscope to identify their pattern of growth 5. Suggest the effects of micro-organisms on food, body, etc.	1. Petri-dishes, culture medium 2. Slides, slides covers, microscope, stains 3. Charts showing i. some micro-organism and where they are located I humans ii. Some carriers of micro-organisms	Student to: 1. state where micro-organisms can be found 2. state what could be happened to the teeth if not properly brushed for a long time 3. describe some characteristics of some micro-organisms 4. what are the effect of micro-organism on man, animals etc.

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
2.	Micro-organisms in action	Student should be able to: 1. recognize the presence of microbes by the colonies they form 2. measure the rate of growth of microbes 3. list the beneficial effects of microbes from everyday experience 4. recognize that some microbes causes diseases 5. recognize that some disease causing micro-organisms are air-borne, water borne and from food.	1. Growth of micro-organisms ways of measuring the growth of micro-organisms 2. Beneficial effects of the micro-organisms e.g. in nature medicine and industries 3. Harmful effects of some microbes: i. Types of disease causing micro-organisms ii. Disease caused by micro-organisms iii. Ways in which disease-causing Pathogenic) micro-organisms spread and are transmitted	1. Demonstrates culturing and monitor growth rate of micro-organisms 2. Discusses with students the economic importance of micro-organisms, and give students projects to carryout to assess the effects of micro-organisms	1. Measure and record growth of a given micro-organism from a prepared culture, plot a growth curve and interpreter it. 2. Perform experiment on fermentation to produce alcohol fruit juice 3. Students produce yoghurt from fresh milk 4. Students list the name of some micro-organisms and the disease they cause.	1. Graph sheet 2. Palm wine, yeast, sugar milk, orange juice and pineapple juice 3. Chart showing mode of spread of some micro-organism.	Student to: 1. state the relationship among growth of micro-organism and environmental factors 2. state the main ingredients for the production of alcohol and yoghurt 3. list some diseases caused by micro-organisms 4. discuss some beneficial effects of micro-organisms.

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
3.	Towards better health	Students should be able to: 1. describe some ways by which disease causing micro-organisms and infections diseases can be controlled. 2. state ways of controlling vectors. 3. list ways of protecting ourselves from diseases caused by micro-organisms caused by vectors 4. describe methods used in disposal of refuse and sewage 5. name some national health organization and what they do 6. describe some role individuals should play to ensure good health.	1. Control of harmful micro-organism: control of disease causing micro-organisms, high temperature, antibiotics high salinity antiseptics dehydration. 2. Vectors i. Definition ii. Ways of controlling vectors 3. Student's health maintenance of good health a. Importance to community b. Ways in which communities do these i. Refuse disposal ii. Sewage disposal iii. Protection of water iv. Protection of food v. Control of diseases vi. Health organization	1. Teacher organizes and takes students to visit sewage treatment plant 2. Teacher invites resource person to talk on public health and get students to write and submit essays on refuse/sewage disposal 3. Teacher get student to construct proper waste disposal sites 4. Display charts on: i. Proper waste disposal ii. Refuse treatment iii. Public health organizations.	1. Students work in groups to perform different aspect of the experiment on control of micro-organisms, using high temperature, antibiotics etc. - Student collect results of the separate experiments and discuss 2. Students perform experiment to show that spraying of a body of stagnant water with a layer of oil can destroy a vector eg. mosquito 3. Student study the stages in the life cycle of mosquito 4. Student charts on health organizations and their area of work.	1. Ovens, antibiotics, Petri-dishes 2. Charts showing proper refuse treatment and disposal modes 3. Charts listing health organizations and their areas of work.	Students to: 1. list some vectors of micro-organism 2. how can we protect our environment from harmful micro-organisms 3. students to list ways by which water can be protected from pollution 4. list 4 International health organizations, describing their area of work

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
4.	Aquatic habitat (marine habitat)	Students should be able to: 1. describe the characteristic of marine habitats 2. describe the pattern of distribution of plants and animals in marine habitat, noting the dominant ones. 3. recognize some adaptive features of the plants and animals in the habitat 4. infer the food chain of the organisms 5. determine the physical factors, eg. temperature, relative humidity, light wind PH.	1. Characteristics of a marine habitat 2. The major zones i. Inter-tidal zone ii. Littoral zone ii. Oceanic zone 3. Distribution of the organism in the habitat 4. Adaptive features of marine organisms e.g bladder for floating, hold fast for attachment.	Teacher takes students to study a specific site of shallow water near the shore (Littoral zone) edge of the sea (intertidai zone)	1. Observe the pattern of the distribution of the biotic components in the habitats and their adaptive features. 2. Identify the biotic components 3. Collect samples from the site and study them taking note of adaptive features 4. Construct food chains of the biotic components 5. Take readings of temperature, relative humidity and light intensity.	Ecological instruments e.g such discussed to compared turbidity of water, container for collective samples	Students to: 1. state the major zones of marine habitat 2. state common adaptive features found in marine.

**BIOLOGY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
	Estuarine habitat	Students should be able to: 1. describe the characteristics of the estuarine habitat 2. describe the pattern of distribution of plants and animals 3. recognize some adaptive features for the plants and animals in the habitat 4. infer the food chain of the organisms 5. determine the physical factors, e.g temperature, relative humidity , light, wind and PH.	1. Characteristics of estuarine habitat 2. Types of estuary 3. Distribution of the plants and animals in estuarine habitat. 4. Adaptive features of plants and animals in estuarine habitat	- Guide students to study a specified site - Emphasize the significance of osmo-regulation to estuarine animal	1. Observe the pattern of distribution of the biotic components of the study and their adaptive features. 2. Identify the biotic components 3. Collect samples from the site 4. Construct food chains of the biotic components 5. Take reading of temperature, relative humidity and estimated light intensity	Ecological instrument eg. Light meter, container for collecting samples	Student to: 1. state three characteristics of estuarine habitat 2. sate some of the physical factors operating in the habitat 3. what is osmo-regulation, and why is it important for estuarine organisms.

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
5	Fresh water habitat	Students should be able to: 1. recognize the variety and size of fresh water habitat 2. recognize the variety and distribution of various organism in fresh water habitat 3. recognize seasonal changes in the size and population of the habitat 4. recognize the adaptation of the animals and plants in the chosen fresh water habitat 5. estimate the proportion of mineral salt [present in the habitat 6. inter food chain in the chosen fresh water habitat	1. Characteristics of fresh water habitat 2. Types of fresh water i. Stagnant ones ii. Running water 3. Adaptive features of fresh water organisms 4. Fresh water organisms	1. Take students to a specified site of study (a fresh water habitat) e.g pond and guides them to carryout the activities listed 2. Ensures that students are not taken to infested fresh water habitat eg. With guinea worm	On a prepared site, pupils led their teacher to: 1. Observe the patter of distribution of the biotic components of the site and their adaptive features. 2. Students identify the biotic components 3. Collect samples from the site 4. Construct food chains of the biotic components 5. Take reading of temperature, relative humidity and estimate light intensity. 6. Estimate light penetration using sashay disc 7. Estimate movements of water and speed of flow 8. Determine PH, depth, size, turbidity	1. Sashay disc and other ecological instruments 2.Charts showing characteristics of fresh water habitat, and plants and animals, found in them. 3. Map of Nigeria showing different habitats	Students to: 1.. state the characteristics of fresh water habitat 2. state some adaptation of animals and plants in dresh water habitat

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
6	Terrestrial habitat 1. marsh	Students should be able to: 1. recognize type of marches 2. correlate the effect of rainfall or any other source of water and evaporation to the changes in a marsh	1. Characteristics of a march 2. Formation of marshes 3. Types of marshes 4. Plants and animals that live in marshes 5. Adaptive features of these plants and animal	1. Identify a marsh where to take student for excursion. 2. Guard against students entering a marsh by letting them know the risks involved.	On a pre-selected site, students 1. Observe the pattern of distribution of the biotic components of the site and their adaptive features 2. Identify the terrestrial animals that usually visit the march and other biotic components 3. Construct food chain of the biotic components 5. Take readings soil and air temperature, relative estimate light intensity.	- Ecological implements eg. Shovels, trowels, containers for collecting samples - Charts showing marshy areas - Map of Nigeria showing or outlining the marshy areas	Students to: 1. state types of marshes 2. list the names of five terrestrials animals that visit the marsh 3. give three examples of plants that thrive in marshes.

**BIOLOGY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
	Forest	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. recognize that water is not always as available to organism in terrestrial habitats as to those in aquatic habitats. 2. recognize that water conservation is an important problem in terrestrial habitats 3. mention effects of climatic factors on vegetation 4. identify the characteristics of the forest habitat 5. recognize trophic levels and distribution of animals in a forest. 6. recognize the stratification of plants in forest 7. construct food chains available in a forest. 	<ol style="list-style-type: none"> 1. Characteristics of a forest 2. Strata in the forest 3. Distribution of plants and animals that inhabit a forest 4. Adaptive features of the plants and animals 	<ol style="list-style-type: none"> 1. Identify a forest site to take students on an excursion 2. Let the students know the inherent dangers in forests and equip them to take precaution 	<p>On a pre-selected site, students</p> <ol style="list-style-type: none"> 1. Observe the pattern of distribution of the biotic components of the sign 2. Identify the biotic components 3. Collect samples from the site 4. Construct food chains of the biotic components 5. Take readings of temperature relative humidity, and estimated light intensity. 	<ol style="list-style-type: none"> 1. Ecological materials: hoes, shovels, containers for specimen 2. List names of some predominant plants and animals in a grass land habitat 3. Identify some characteristics of plants and animals found in grassland that made them suitable for their habitat. 	

**BIOLOGY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
7.	Arid lands	Student should be able to: 1. recognize arid land as places where water is not available to organism because it is scarce of frozen 2. mention that sum, extremes of temperature, and water security are factors that desert lives have to cope with 3. differentiate cold deserts (tundra) from hot deserts (sahara) 4. adaptation of organisms to arid lands	1. Characteristics of arid lands 2. Types of arid lands 3. Distribution of the organism in the habit. 4. Some adaptation of organisms to arid lands i. Water conservation in plants and animals ii. Body temperature regulation in plants and animals	1. Identify an arid land to take students on excursion 2. Visit the site to judge its suitability for study	On a pre-selected site students 1. Observe the pattern of the distribution of the biotic components under and/or on trunks, branches and leaves of trees 2. Collect samples of biotic components 3. Identify collected biotic components 4. Take readings of relative humidity and estimate light intensity. 5. Student should take note of soil on vegetations	1. Ecological instruments that will measure factors in the habitat 2. Map of Nigeria showing the arid regions 3. Charts showing characteristics of the arid lands and the components	Student to: 1. state some characteristics of arid lands 2. describe some adaptations exhibited by organisms in the arid habitat

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
8	Grass land	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. recognize that the problem of water conservation is greater in the grassland than in the forest 2. notice the progressive absence of water demanding trees and grasses from the grassland 3. recognize the dominant climatic factors. 4. describe the structural and other adaptations of grassland plants and animals 5. identify the predominant plant and animals species and the energy relations between them. 6. describe the soil structure of grassland 	<ol style="list-style-type: none"> 1. Characteristics of grassland 2. Types of grassland 3. Distribution of plants and animals in a grassland 4. Some adaptations of grassland communities <ol style="list-style-type: none"> i. Air-conditioned rest by termites ii. Thick barks eg. Baobab and palms iii. Lead fall iv. Underground stems eg. Grasses 	<ol style="list-style-type: none"> 1. Identify grassland where to take students to. 2. Visit the site to ensure its suitability for study 3. Equip the students to undertake the proposed visit. 	<p>On a pre-selected site, students:</p> <ol style="list-style-type: none"> 1. Collect samples 2. Observe the patterns of distributions 3. Identified collated biotic components 4. Take readings of relative humidity, temperature, estimated light intensity 5. Collect and observe the soil texture and infer the propensity and poor water holding retentivity 	<ol style="list-style-type: none"> 1. Ecological implements eg. Hoes, shovels, containers for specimens 2. Map of Nigeria showing the grassland regions 3. A picture showing a typical grass land or savanna with animals inhabiting it. 	<p>Students to:</p> <ol style="list-style-type: none"> 1. state three dominant diametic factors in a grassland 2. list names of some predominant plants and animals in a grassland habitat 3. identify some characteristics of plants and animals found in grasslands that made them suitable for the habitat

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
9	Reproduction in unicellular organisms and invertebrates	Students should be able to: 1. describe reproduction in i. Amoeba ii. Paramecium iii. Spirogyra 2. describe reproduction in i. Earthworm ii. Cockroach iii. Housefly iv. Snail	1. Reproduction in Amoeba by asexual reproduction i. Binary fission ii. Multiple fission 2. Reproduction in paramecium by: i. Asexual reproduction ii. Sexual reproduction 3. Reproduction in spirogyra by: i. Asexual or vegetative reproduction ii. Sexual reproduction or conjugation 4. Reproduction in the earthworm - Sexual reproduction only	1. Mount specimen from the ditch on the microscope for the students to observe. 2. Collect maggot of housefly and keep for observation 3. Collect egg laid by a snail and keep in a closed container for observation 4. Collect some earthworms and keep in a suitable container for students to observe	1. Collect water from ditch and view under the microscope to view and observe unicellular organisms 2. Students to watch earthworm at night with a torch light 3. Observe the housefly's maggots daily and note your observation 4. Observe the snail's egg	1. Prepared microscope slides of conjugation in spirogyra, torch light 2. Charts illustrating binary and multiple fission 3. Maggots from housefly 4. Snail's eggs.	Students to: 1. define asexual and sexual reproduction 2. describe the two major ways by which spirogyra and paramecium reproduce 3. describe the mode of reproduction found in earthworm

BIOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
10	reproduction in unicellular organisms and invertebrates cont	Students should be able to: 1. differentiate between complete and incomplete metamorphosis 2. describe reproduction in a named inserts with complete and incomplete metamorphosis	1. Reproduction in cockroach i. Fertilization in internal ii. Exhibits incomplete metamorphosis 2. Reproduction in housefly i. Fertilization is internal ii. Exhibits complete metamorphosis 3. Reproduction in snail i. Fertilization is internal ii. Lay eggs which hatch into young snails	1. Request students to collect eggs of cockroaches and observe 2. Teacher collect egg of snail and show to the students 3. Teacher differentiate the eggs of cockroach from that of snail with their colour and shape	1. Prepare a chart to show complete metamorphosis 2. Cardboard sheets 3. Markers 4. containers	1. Chart showing complete and incomplete metamorphosis 2. What is the main feature of reproduction in snail 3. Chart showing stages of metamorphosis in cockroach 4. Eggs of cockroach	1. define asexual and sexual reproduction 2. describe the mode reproduction found in cockroach 3. define the term metamorphosis 4. list the stages of the life cycle of cockroach and housefly
11	REVISION						
12	EXAMINATION						

CHEMISTRY
SS I
FIRST TERM

THEME: INTRODUCTION TO CHEMISTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to Chemistry I	Students should be able to: (1) define chemistry (2) list the various careers open to people who have studied chemistry. (3) explain the application of chemistry.	(1) Meaning of chemistry. (2) Career prospects tied to chemistry. (3) Application (hospital, military, teaching, chemical and petrochemical industries, space agriculture etc.)	(1) Defines chemistry giving adequate examples. (2) Guides students to identify career, prospect in chemistry. (3) Uses pictures and charts to guide class discussion.	(1) Participate in the class discussion. (2) Ask and answer questions.	(1) Pictures of chemical industries and laboratories. (2) Poster and charts (3) Locally available chemical industries.	Students to: (1) define chemistry. (2) state five (5) careers opportunities that are linked to chemistry. (3) list three (3) applications of chemistry in each of the following: -hospital -forensic -military -industries -agriculture
2	Introduction to Chemistry II	Students should be able to: (1) describe the adverse effect of chemicals. (2) explain the ways in which scientists obtain scientific information.	(1) Adverse effects of chemicals, drug, abuse, poisoning, corrosion, pollution. (2) The scientific methods.	(1) Discusses the application of chemistry and adverse effect on chemicals. (2) Takes students to visit chemical industries e.g. paints, Tie and Dye, vegetable oil and petrochemical industries.	(1) Visit chemical industries and write reports. (2) Describe each step involved in scientific method of enquiry.	(1) Any paint (e.g. Hosanna paint) (2) Dye.	Students to: list the scientific methods of carrying out investigations.

CHEMISTRY
SS I
FIRST TERM

THEME: THE CHEMICAL WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Particulate nature of matter I	Students should be able to: (1) define physical and chemical changes. (2) distinguish between physical and chemical changes. (3) distinguish between elements compound and mixtures (4) define atoms (5) explain the meaning of molecules.	(1) Define physical and chemical changes. (2) Comparing the characteristics of physical and chemical changes. (3) Define elements compounds and mixtures. (4) Definition of atom and molecules.	(1) Demonstrates the physical and chemical changes using simple examples, like burning of candle, salt dissolving in water, burning of magnesium ribbon and preparation of pap (akamu) and starch, and finally using chalk (CaCO_3) as a product of chemical change.	(1) Students demonstrate physical and chemical changes. (2) Listen to the difference between physical and chemical changes, with appropriate illustrations. (3) Identify the process of chalk making as a chemical change. (4) Practice the demonstration and try to illustrate the chalk (CaCO_3) as chemical change.	(1) Water (2) Common salt (3) Sugar (4) Candle (5) Paper (6) Matches.	Students to: (1) state the differences between physical and chemical changes. (2) give examples of physical and chemical changes.
4	Particulate nature of matter II	Students should be able to: (1) state dalton's atomic theory. (2) describe how the particles are arranged in the atom. (3) define atomic -mass number -isotopes (4) calculate the relative atomic masses of atoms.	(1) Dalton's atomic theory. (2) Atomic structure (3) Constituents of atoms, protons, neutrons and electrons. (4) Arrangement of electron around the nucleus. (5) Atomic number mass number and isotropy (6) Relative atomic masses based on C-14 isotope.	(1) Draws atomic structure and arranging electrons protons, neutron round the nucleus. (2) Guides students to calculate the empirical formula from percentage composition. (3) Guides students to calculate the relative molecular mass of a compound.	Try to practice the draw of atomic structure.	(1) Models coloured (beads). (2) Calcium carbonate {Calcium trioxocarbonate (iv) (CaCO_3)}.	Students to: (1) draw atomic structure. (2) calculate the empirical and molecular formula of a given compound. (3) state the dalton's atomic theory.

CHEMISTRY
SS I
FIRST TERM

THEME: INTRODUCTION TO CHEMISTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Symbols Formulae and Equations I	Students should be able to: (1) state the symbols of the 20 elements and other common elements. (2) write chemical formulae and chemical equations.	(1) Chemical symbols of element. (2) Valency -Definition of valencies -Valencies of elements and radicals. -Writing formulae from valencies. (3) Empirical and molecular formulae. (4) Law of conservation of matter.	(1) Guides students to write chemical symbols and formulae correctly. (2) Guides students to write and balance the chemical equations. (3) Guides students to calculate the empirical and molecular formula of a compound.	(1) Write the names and symbols of the first twenty (20) elements and other common elements. (2) Write and balance chemical equation correctly.	(1) Periodic table of elements. (2) Coloured beads.	Students to: (1) write correct symbols of element. (2) write correct formulae of simple binary compounds.
6	Symbols Formulae and Equations II	Students should be able to: (1) define law of constant composition (2) to investigate the law by demonstrating experiment using copper (ii) trioxocarbonate (iv), two samples of black copper (ii) oxide. (3) illustrate that matter is neither created or destroyed. (4) state the law of multiple proportions. (5) illustrate multiple proportions.	(1) Law of constants composition. (2) Law of multiple proportion. (3) Chemical equations.	(1) Performs experiments to illustrate a conservation of mass. (2) Performs experiment to illustrate law of constant composition (3) Defines law of constant composition. (4) States law of multiple proportions. (5) Guides students to report the experiment in the correct format: -aim -objectives -apparatus -method -diagram -result -discussion -conclusion	(1) State law of constants composition. (2) Solve some questions. (3) Report the experiment using the correct format.	(1) Copper II trioxocarbonate (IV) (2) Two examples of black copper II oxide.	Students to: (1) solve equation base on law of multiple proportions. (2) describe experiment to illustrate the following: -law of constant composition. -law of multiple proportions. -report simple experiment using the correct format. -write and balance chemical equations.

CHEMISTRY
SS I
FIRST TERM

THEME: INTRODUCTION TO CHEMISTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Chemical Combination I	Students should be able to: (1) identify the first twenty elements of the period table. (2) write the electronic configuration of atoms of the 20 elements. (3) explain the concept of atomic numbers.	(1) Period table (first) 20 elements only. (2) Electronic configuration of atoms.	(1) States the first twenty elements. (2) Draws the electronic configuration of these elements.	(1) Write down the names and symbols of the first 20 elements. (2) Model and draw the electronic configurations of elements.	(1) Bland period table template (2) Models (3) Charts.	Students to: (1) list the first 20 elements on the period table. (2) draw the electronic of the first twenty elements.
8	Chemical Combination II	Students should be able to: (1) state the reasons why electrovalent most metallic atoms with valence give and electrons. (2) differentiate between various types of chemical bonding. (3) state the types of bond that exist between copper ii and water molecules.	(1) Types of bond a strong bond e.g. electrovalent (ionic). -Covalent -Co-ordinance covalent (dative bonds) -Metallic bonds (2) Weak bonds e.g. hydrogen bond -Van-dar waals forces.	(1) Describes the types of bonds and their characteristic. (2) Uses simple demonstrations to illustrate the types of bond in common substances like camphor common salt (NaCl) Sulphur etc.	(1) Participate in class discussion. (2) Watch teacher demonstrations, ask and answer questions.	(1) Bland period table template (2) Models (3) Charts.	Students to: (1) state the differences between electrovalent, covalent and dative bond. (2) categorize substances based on types of bonding.

CHEMISTRY
SS I
FIRST TERM

THEME: INTRODUCTION TO CHEMISTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Chemical Combination III	Students should be able to: name compounds by their conventional and IUPAC names.	(1) Systems of naming compounds. -Conventional -IUPAC (2) Any of these 2 naming systems is acceptable at this level.	(1) Write conventional and IUPAC names common substances. (2) Participate in class discussion.	Practice giving the conventional and IUPAC names substances.	(1) Models (2) Charts	Students to: write conventional and IUPAC names of substances.
10	Chemical Combination IV	Students should be able to: (1) explain the following: solid, liquid, gaseous states of matter. (2) differentiate between solid, liquid and gaseous state of matter. (3) discuss the kinetic theory and its applications. (4) state which of the three states of matter has no fixed shape, no fixed volume and least dense.	(1) State of matter -Solid - Liquid - Gaseous state - The kinetic theory and its application	(1) Explains the different states of matter. (2) Draws the structure of each of them. (3) Explains the kinetic theory and change of state.	(1) Participate in class discussion (2) Observe teacher's demonstrating state of matter using solid particle and dish.	(1) Table salt (2) Sugar (3) Camphor balls (4) Some liquid e.g. oil, water (5) Aerosol	Students to: (1) state the postulates of the kinetic theory (2) state the relationship between kinetic theory and the state of substances.
11	REVISION						
12	EXAMINATION						

CHEMISTRY
SS I
SECOND TERM

THEME: THE CHEMICAL WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Gas laws	Students should be able to: (1) demonstrate diffusion of gases. (2) define Boyle's law (3) state Charles law (4) experiment to verify Charles law (5) explain the Kelvin scale of temperature and its relationship to Celsius Scale.	(1) Boyle's law (2) Charles law (3) General gas equation. (4) Gay-Lussa's law	(1) Defines Boyle's law (2) State Charles law (3) Illustrate Boyle's law (4) Writes the equations for both laws. (5) Performs experiments to explain the laws.	(1) State the Boyle's law (2) Define Charles law (3) Explain the general gas equation.	(1) Pictures and charts. (2) Piston and pump.	Students to: (1) state the gas laws. (2) perform some of the experiments.
2	Gas laws	Students should be able to: (1) state why Avogadro's law sometime referred to as a hypothesis. (2) state Avogadro's law. (3) explain the effect of pressure on the volume of a gas.	(1) Avogadro's law (2) Ideal gas equation. (3) Graham's law (4) Molar volume of gases.	(1) Defines Avogadro's law. (2) Performs experiments to explain the laws: -effects of temperature on the volume of a gas. -effects of pressure on volume of a gas. -diffusions of gases e.g. cotton wool soaked in ammonia solution and conc. HCL.	(1) State Avogadro's law (2) Write ideal gas equation. (3) State Graham's law of diffusion. (4) Define the molar volume of gases. (5) Watch the performed experiments.	Cotton wool and ammonia solution concentration HCL	Students to: solve the related problems and calculation involved.
3	Gas laws	Students should be able to: (1) explain the Avogadro number and the mole concept. (2) solve calculations based on the gas laws.	(1) Avogadro number and the mole concept. (2) Calculations based on the gas laws.	(1) Explains Avogadro number and the mole concept. (2) Solves many examples based on the gas laws.	(1) Describe Avogadro number and the mole concept. (2) Ask questions and take down notes. (3) Try to solve relevant calculations.	Thermometer and glass vessel.	Students to: solve the related problems and calculations involved.

CHEMISTRY
SS I
SECOND TERM

THEME: THE CHEMICAL WORLD

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Standard Separation Techniques for Mixtures. I	Students should be able to: (1) explain the need for separation. (2) state the different standard methods of separating mixtures and their individual application. (3) manipulate different apparatus for separation techniques. (4) draw separation techniques apparatus.	(1) Classification of substances (2) Filtration (3) Evaporation (4) Decantation (5) Floatation (6) Frostation.	(1) Guides students to understand the need for separation. (2) Demonstrates the method of separation.	(1) State the principles behind the choice of separation techniques. (2) Manipulate different apparatus as used in separating substances. (3) Draw separation technique apparatus.	(1) Water (2) Sand (3) Common salt (4) Iodine crystals (5) Sulphur power. (6) Separating funnel (7) Evaporating dish.	Students to: (1) state the principles applied in the separation of mixture. (2) list the different standard methods of separating mixtures. (3) draw the apparatus.
5	Standard Separation Techniques for Mixtures. II	Students should be able to: (1) state the separation process that will most likely yield high quality ethanol (95%) from palm wine.	(1) Crystallization and fractional crystallization. (2) Distillation and fractional distillation. (3) Precipitation. (4) Magnetism	(1) Defines crystallization. (2) States the uses of each mixture (3) Demonstrates the methods of precipitation and magnetism.	(1) State crystallization (2) Demonstrate precipitation and magnetism (3) Draw separation technique apparatus.	(1) Water (2) Sand (3) Common salt (4) Iodine crystals (5) Sulphur power. (6) Separating funnel (7) Evaporating dish.	Student to: state the separation process that will most likely yield high quality ethanol (95%) from palm wine.
6	Standard Separation Techniques for Mixtures. III	Students should be able to: (1) state the concept of chromatography. (2) state the criteria for purity. (3) distinguish between pure and impure substances. (4) state the separation technique that should be use to separate the ink.	(1) Chromatography (2) Sublimation (3) Pure and	(1) Defines chromatography. (2) Demonstrates	Explain chromatography	(1) Ink (2) Lie big condenser (3) Cubes of sugar.	Students to: state the criteria for purity.

CHEMISTRY
SS I
SECOND TERM

THEME: CHEMISTRY AND ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Acids	Students should be able to: (1) define acid (2) state the characteristics of acids. (3) state the uses of acids (4) distinguish between strong and weak acids. (5) explain how an acid base indicator works.	(1) Acids (2) Characteristics of acids. (3) Types of acid. (4) Preparations of acid.	(1) Defines acid (2) Identifies acids using laboratory indicators (Methyl orange). (3) Prepares indicators from flower extracts. (4) Identifies acid by using the prepared flower extract as indicators. (5) Performs experiment to illustrate the reactions of acids.	(1) Define acids (2) State the characteristics of acids (3) Identify acids by using laboratory indicators (Methyl orange) (4) Prepare indicators from flower extracts (5) Perform experiment to illustrate the reactions of acids.	(1) Ripe and unripe fruits (mango, orange, pawpaw, grape, lime etc. (2) Sour milk. (3) Brightly coloured flower or leaves (hibiscus, cotton ixora, allemande, blue balls etc.) (4) Litmus paper. (5) Methyl orange. (6) Fitter paper (7) Mortar/pestle	Students to: (1) state some common acids. (2) list the characteristics of acids (3) distinguish between strong acids and weak acids.
8	Bases and Salts I	Students should be able to: (1) define bases and salts. (2) identify bases and salts. (3) describe the nature of proton in an aqueous solution. (4) explain neutralization reactions. (5) state properties of salts. (6) state the rules of solubility of salts in water.	(1) Bases (2) Characteristics of bases. (3) Preparation of bases (4) Salts. (5) Relative acidity and alkalinity (the PH scale).	(1) Defines what bases are. (2) Performs experiments to illustrate neutralization reaction of bases and salt. (3) Guides students to classify indicators into acidic or basic indicators. (4) Guides students in the preparation of salts.	(1) Identify bases using the prepared flower extracts as indicators. (2) Identify and prepare salt (normal basic).	(1) Chemical (NaOH, KOH, HCl, H ₂ SO ₄) (2) Distill water (3) Ethanol (4) Acetone (Propanone)	Students to: (1) mention the characteristics of bases. (2) distinguish between acids and bases. (3) list the different types of salts. (4) prepare salts by neutralization reactions e.g. NaCl, CuSO ₄ (5) distinguish between the various places where the knowledge of PH value is put to use.

CHEMISTRY
SS I
SECOND TERM

THEME: CHEMISTRY AND ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Bases and salts II	Students should be able to: (1) Define efflorescent (2) State deliquescent	(1) Deliquescent efflorescent. (2) Hygroscopic substances (3) Solubility of salts in water.	(1) Explains efflorescence and deliquescent. (2) Demonstrates efflorescence, deliquescence and hygroscopic (3) Demonstrates solubility of salt.	Define efflorescence and deliquescent.	(1) Washing soda (2) Sodium trioxocarbonate (IV)	Students to: (1) Guide students to explain these terms deliquescent. (2) Hygroscopic substances.
10	Water	Students should be able to: (1) state sources of water. (2) state the properties of water. (3) state why alum is used for purification of town water supply. (4) explain the laboratory preparation of water. (5) distinguish between salt and hard water. (6) define pollution (7) list some water pollutants. (8) state the uses of water. (9) describe the procedure for the laboratory preparation of water.	(1) Sources of water (2) Types of water (soft and hard water) (3) Water pollutants (4) Use of water (5) Laboratory preparation of water.	Guides students to: (1) Identifies properties of water. (2) Lists source of water. (3) Mentions some water pollution. (4) Demonstrates causes of water hardness. (5) Gives the laboratory properties of water as a reading assignment.	(1) Bring different types of water samples. (2) State the difference between pure and impure water samples based on colour, odour, hard and soft water. (3) Participate in class discussion. (4) Read and report on the laboratory of water.	(1) Charts (preparation of water, uses of water) (2) Water samples (river, wall, tap etc.) (3) Soap (4) Sample of hard water (5) Sample of contaminated water.	Students to: (1) state the properties of water. (2) mention the types of water. (3) describe laboratory preparation of water. (4) state some water pollutants. (5) state the uses of water.
11	REVISION						
12	EXAMINATION						

CHEMISTRY
SS I
THIRD TERM

THEME: THE CHEMISTRY OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Carbon and its compounds I	Students should be able to: (1) identify various substances in and around us that contain carbon. (2) explain carbon. (3) describe the unique characteristics of carbon as an element (4) give 3 physical properties of diamond and graphite.	(1) Definition of carbon (2) Structure of carbon. (3) Allotropes of carbon (4) Diamond (5) Graphite (6) Charcoal	(1) Leads students to a guided identification of carbon which contain compound in and around us. (2) Explains the meaning of allotropes of carbon. (3) Describes diamond. (4) Describes charcoal.	(1) Identify and list carbon which contain compounds in and around us. (2) Write the electron structures of carbon and relate to its forming various compounds. (3) Give two use of diamond. (4) Draw the structure of graphite (5) State uses of graphite.	Samples of carbon containing compounds in and around us e.g. stick paper etc.	Students to: (1) list 10 compounds of carbon (iv). (2) discuss the relationship of compounds listed to life.
2	Carbon and its compounds II	Students should be able to: (1) describe the relationship between the structure of carbon and the existence of many natural and synthetic carbon containing compounds.	(1) Structure and properties and allotropes. (2) The combustion of carbon allotropes.	(1) Explains the structure of allotropes (2) Draws the structure of allotropes (3) Gives properties of allotropes. (4) Introduces the phenomenon of allotrope using carbon.	(1) Draw the structure of allotropy. (2) Give the properties of it.	Models or coloured beads.	Students to: (1) List 3 properties each of carbon (iv) oxide, carbon monoxides. (2) List the allotropes of carbon.
3	Carbon and its compounds III	Students should be able to: (1) infer that a large percentage of world energy needs depend on carbon which contain compound like coal. (2) explain the four types of coal. (3) state all the uses of products.	(1) Coal (2) Different types of coal. (3) Industrial distillation of coal. (4) Uses of products.	(1) Explains the term coal (2) Explains carboniferous process. (3) Guides students to understand the different types of coal. (4) Describes the industrial distillation of coal. (5) States the uses of products.	(1) Explain carboniferous process. (2) Explain industrial distillation of coal. (3) List all the products obtained from distillation of coal. (4) Take down chalkboard summary.	Real examples of crude oil fractions such as Petrol (PMS), Diesel oil, Kerosene, shells, fruits, alkanols.	Students to: (1) define coal. (2) list types of coal. (3) mention uses of coal.

CHEMISTRY
SS I
THIRD TERM

THEME: THE CHEMISTRY OF LIFE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Carbon and its compounds IV	Students should be able to: (1) definition of coke. (2) explain gasification of coke (3) state the uses of coke. (4) state why coke is used as a reducing agent in the industrial.	(1) Coke (2) Gasification and uses. (3) Carbon (iv) oxide and carbon monoxide (carbon (ii) oxide).	(1) Describes how coke is obtained. (2) Explains the uses of coke. (3) Define gasification of coke. (4) Explains why it is used as a reducing agent in the industrial and extraction of metals	(1) Explain coke (2) List gasification uses. (3) Give reasons why coke is used in the extraction of metal.	Recommended texts.	Students to: (1) explain coke. (2) describe gasification of coke. (3) list the uses of coke.
THEME: CHEMISTRY AND ENVIRONMENT							
5	Carbon and its compounds V	Students should be able to: identify carbon (iv) oxide.	Synthetic gas: -Manufacture and carbon uses.	Synthetic gas manufacture and carbon uses.	Explain synthetic gas.	Gas from decaying foods, fruits and vegetable.	Students to: state manufacture and carbon uses.
6	Carbon and its compounds VI	Students should be able to: prepare trioxocarbonate (iv) salt.	(1) Carbonic acid (trioxocarbonate (iv) salt. (3) Preparation of trioxocarbonate (iv).	(1) Preparation of salt. (2) Explain the properties of carbon (iv) oxide. (3) Carbon (ii) oxide.	(1) Write down note (2) Perform experiment investigate that charcoal gases.	Trioxocarbonate (iv) salt.	Students to: write the names correctly and their chemical equations.
7	Carbon and its compounds VII	Students should be able to: (1) state the main classes of hydrocarbons (2) explain the formation of crude oils	(1) Hydrocarbon and its main classes and source of hydrocarbons (2) Crude oil and natural gas (3) Importance of hydrocarbons.	(1) Performs fractional distillation of: -crude oil -a mixture of easily separable liquid. (2) Describes crude oil and natural gas. (3) Lists the importance of hydrocarbons.	(1) Watch and write down report. (2) Literature projects.	Collect pamphlets, brochures, bulletins and photographs on oil exploration in Nigeria.	Students to: (1) state the main classes of hydrocarbon. (2) crude students to explain the formation of crude oil.

CHEMISTRY
SS I
THIRD TERM

THEME: CHEMISTRY AND INDUSTRY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Chemical Industries I	Students should be able to: (1) explain the meaning of chemical industry. (2) identify chemical industries in their locality. (3) mention the types of chemical industries.	(1) What is chemical industry? (2) Types of chemical industries. (3) Importance to the individual.	(1) Defines of chemical industries. (2) Uses pictures of some local industries to guide students to identify chemical industries. (3) Initiates and guide discussion on the economic importance of the chemical industries.	(1) Look at the discuss pictures of chemical industries (2) Participate in class discussion. (3) Visit chemical industries and observe the processes taking place there.	(1) Pictures (2) Charts (3) Alcohol.	Students to: (1) explain chemical industry in Nigeria. (2) state the importance of the industries to individuals nation.
9	Chemical Industries II	Students should be able to: classify chemical industries on the basis of raw materials used.	(1) Exclusion to chemical industries (2) Raw material used in the chemical industries and their sources.	(1) Carries out excursion to as many industries as possible. (2) Collects sample industrial products and demonstrate that paint, cement lime are chemical.	(1) Ask and answer questions. (2) Write down their observation.	Collect available raw materials e.g. lime, paint cement.	Students to: list the effect of the industries to environment.
10	Chemical Industries III	Students should be able to: (1) Explain the meaning of fine chemicals. (2) give examples of heavy chemicals.	(1) Division of the chemical industries, heavy chemical. (2) Fine chemical (3) Fertilizers (4) Plastics (5) Metallurgy (6) Pharmaceutical	(1) Explains the division of chemical industries. (2) Browses the internet for information of chemical industries.	Mention the division of chemical industries.	(1) Perfumes (2) Chemical industries in the locality.	Students to: (1) distinguish between heavy and fine chemical. (2) identifies ways of solving some of the environmental problems.
11	REVISION						
12	EXAMINATION						

PHYSICS
SS I
FIRST TERM

SUB-THEME 1: INTERACTION OF MATTER, SPACE AND TIME

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Fundamentals and derived quantities and units	Students should be able to: (1) define fundamental and derived quantities. (2) distinguish between fundamental and derived quantities. (3) distinguish between fundamental and derived units.	(1) Fundamental quantities mass, length, time, current, temperature, energy etc. (2) Fundamental units: Kg, M, S, K, A etc. (3) Derived quantities: force, speed, volume, area etc. (4) Derived units: $M s^{-1}$, M^3 , M^2 etc.	(1) Leads discussion on standard units of measurement. (2) Displays these measuring instruments. (3) Demonstrates the measurement of the fundamental quantities.	(1) Give examples of derived quantities and units. (2) Should identify these measuring instruments. (3) Should measure length, mass of objects in their environment.	(1) Metre rule (2) Tape (3) Spring balance (4) Chemical balance. (5) Venier calipers.	Students to: (1) distinguish fundamental quantities for derived quantities. (2) identify and how to use the measuring instrument.
2	Position distance and displacement	Students should be able to: distinguish between distance, and displacement in a translational motion.	(1) Concept of position, distance and time. (2) Concept of displacement. (3) Measurement of distance and displacement. (4) Distinction between distance and displacement.	Demonstrates how to use a size metre string to measure length of the field, classroom block, students table and chair.	Use the metre rule to measure the length and breadth of the classroom etc.	(1) Metre rule (2) Tape (3) A pair of compasses string and protractor.	Students to: (1) use different measuring instruments to measure. (2) identify a body in motion or at rest relative to reference point.
3	Time	Students should be able to: (1) define time. (2) list various instrument for measuring time. (3) construct a clock for measuring time interval for simple system that has a repetitive motion.	(1) Concept of time. (2) Ways of measuring time. (3) Units of time and conversion.	(1) Leads discussion in the use of repetitive events to define day and night, season and festivals. (2) Displays some measuring instrument.	(1) Practice the use of: -Heat beat -Sand clock -Pendulum -Stop clock/watch (2) Discuss the use of repetitive events to define day and night, seasons and festival.	(1) Sand-clock (2) Funnel-sand, beaker and retort stand, water clock burette, water pendulum bob, string stop clock/watch ticker-time and tape.	Students to: (1) Use different types of measuring instruments to measure time correctly. (2) To solve numerical problems: how many sec in: A day, weeks, years etc.

PHYSICS
SS I
FIRST TERM

SUB-THEME 1: INTERACTION OF MATTER, SPACE AND TIME

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Motion I	Students should be able to: (1) define motion. (2) list most of the motions in a given environment. (3) classify a list of familiar motions into random, rotational, Oscillatory and translational motion.	Types of motion -Random motion -Translational motion -Rotational motion -Oscillatory motion -Relative motion	(1) Sketches the patterns of various types of motion/charts. (2) Uses the motion of trolley to show the part played by friction in motion of bodies.	(1) Observe and classify different types of motion. (2) Feel forces by -Pullying on a spiral spring. (3) Bending a ruler or a beam.	A trolley/toy car, simple pendulum loaded spiral spring, rotating fan, loaded test tube vibrating in water, a cardboard showing the patterns of motion.	Students to: (1) distinguish types of motion, citing examples from the environment. (2) identifying a body in motion or at rest relative to a reference point.
5	Motion II	(4) identify forces that can cause a given body to move. (5) identify forces that show(s) down and finally stop a moving body.	(2) Cause and effects of motion (3) Types of force: Contact force force field (4) Reducing friction	(3) Uses the effect of magnet on nails to show force field. (4) Pushes and pulls to show contact force. (5) Uses pencils and polystyrene balls to reduce friction.	Pulling a string tied to a block of wood or pushing the block.	Spiral spring, ruler, G-Clamp, string, block of wood, permanent magnet, nail, books and pencils, polystyrene balls and stone.	(3) state causes of force, give various application of a force. (4) state the advantages and disadvantages of frictions.
6	Motion III	(6) reduce friction in a given situation. (7) identify circular motion. (8) solve numerical problems in friction and circular motion.	(5) Simple idea of circular motion.	(6) Demonstrates motion in a vertical horizontal circle: - show difference between angular speed and velocity -show centripetal force.	Swinging a thread tyied to a stone.	(1) Borex/ball bearing Greeze, (2) Planetary chart showing them motion round a central object. Force balancing them.	Students to: (5) distinguish angular speed from angular velocity.

**PHYSICS
SS I
FIRST TERM**

SUB-THEME 1: INTERACTION OF MATTER, SPACE AND TIME

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Speed and Velocity	Students should be able to: (1) distinguish between speed and velocity. (2) plot a dist-time graph and deduce the speed of motion from the slope of the graph.	(1) Concept of speed (2) Concept of velocity (3) Distance-time graph or displacement-time graph.	(1) Rolls an object through a measured distance, measure the time taken and calculate the speed. (2) Uses the ticker-timer to show the speed/velocity of a moving trolley.	(1) Plot distance time graph. (2) Solve simple problems on speed and velocity.	(1) Ticker-timer and others, metre rule, stop clock/watch and graph sheets. (2) Mathematical set.	Students to: (1) distinguish between speed and velocity. (2) plot dist-time graph and deduce speed and velocity from it.
8	Rectilinear Acceleration I	Students should be able to: (1) explain the concept of uniform motion.	(1) Concept of acceleration (2) Uniform/non uniform acceleration	Uses ticker-timers to obtain dotted ticker.	Plot graphs of speed against time or velocity against time to obtain uniform acceleration of a body.	(1) Ticker-timer and accessories; graph sheets, ruler, pair of scissors	Students to: Define concept of acceleration students to plot V-t graph and made deductions.
9	Rectilinear Acceleration II	Students should be able to: (2) determine acceleration from a velocity-time graph.	(3) Velocity-time graph (4) Analysis of rectilinear motion				(2) apply the concept of acceleration in order problem.
10	Scalars and Vectors	Students should be able to: distinguish between scalar and vector quantities.	(1) Concept of scalars (2) Concept of vectors (3) Distinction between scalars and vectors.	Distinguishes between scalars and vectors.	Give examples of scalar and vector quantities.	A chart listing scalar and vector quantities with their symbols and unit.	Students to: differentiate scalars from vectors.
11	REVISION						
12	EXAMINATIONS						

PHYSICS
SS I
SECOND TERM

SUB-THEME 2: CONSERVATION PRINCIPLES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Work, Energy and Power I	Students should be able to: (1) explain work, energy and power and give examples of each (2) calculate -The work done, given a force and displacement it produces in its direction.	(1) Concept of work, energy and power (2) Interchangeability of work and energy. (3) Determination of work, energy and power.	Demonstrates how to use the definitions of K. e, P. e and power to solve simple problems.	(1) To solve problems of K. e, P. e and work.	Chart showing the displacement of a box by a force acting horizontally at an angle.	Students to: (1) explain the concept of work, energy and power. (2) solve simple problems on work, energy and power.
2	Work, Energy and Power II	explain: gravitational P. e at the height above a given reference plane. (3) calculate power in watts given an applied force and the time it takes to produce a displacement.	(4) Work done in a force field (5) Types of energy: P. e and K. e. (6) Conservation of mechanical energy		(2) Work done in a force field in -Lifting and -Falling bodies - Energy and power	(1) Chart showing a falling object through a height h as work done by gravity x stop watch, meter rule to measure power (Climbing stair) chart showing energy conversation.	
3	Work, Energy and Power III	(4) identify the type of energy possessed by a body under given condition. (5) distinguish between K. e and P. e. (6) identify energy transformation from one form into another conservation of energy. (7) state the law of conservation of energy.				(1) Charts showing energy conversions	

PHYSICS
SS I
SECOND TERM

SUB-THEME 2: CONSERVATION PRINCIPLES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Heat Energy I	Students should be able to: explain temperature, expansion, change of state.	(1) Concept of temperature (2) Effects of heat on change of state expansion	(1) Uses the Kinetic theory to explain changes in temperature (2) Shows that a gas expands when heated and explain this observation using kinetic molecular theory.	Solve simple problems involving linear, area and volume expansively	Thermometers, ball and ring apparatus, bar breaker apparatus wax, burner breather.	Students to: (1) show understanding of the concept of temperature and effects of heat on matter (2) solve problems on Linear, area and volume expansion
5	Heat Energy II	Students should be able to: (1) explain vaporization using the kinetic molecular theory.	(3) Concept of vaporization (4) Expansively	(1) Using kinetic molecular theory to explain it	(2) Distinguish between good and bad conductors of heat, using metals, water and air as examples	Water or alcohol, iodine/complier/naplithr elene balls.	(3) show understanding on the applications of heat transfer.
6	Heat Energy III	(2) explain conduction, convection and radiation in terms of the kinetic molecular theory.	(5) Transfer heat by conduction convection and radiation.	(2) Demonstrates linear, area and volume expansively. (3) Demonstrate convection current in water.	(3) Identify a better absorber of radiant heat between black and shinning surface.	(1) Linear expansively apparatus, density bottle and liquid heat source. (2) Different metal rods coated with wax and bunker. Potassium permanganate crystals. (3) A chart on land and sea breezes. (4) Leslie cube, thermometer.	Students to: (1) apply the knowledge of absorption of radiant energy in life.

PHYSICS
SS I
SECOND TERM

SUB-THEME 2: CONSERVATION PRINCIPLES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Electric Charges I	Students should be able to: charge a body by friction, induction and contact.	(1) Production of charges. (2) Types of charges.	Guides students in producing charges using different methods.	(1) Produce charges by: rubbing two suitable materials against each other.	(1) Glass, plastic/comb, wooden materials, silk cloth. (2) Electroscopes	Students to: (1) show understanding of how charges are produced, identified, distributed and stored.
8	Electric Charges II	(2) identify bodies charged either similarly or oppositely.	(3) Distribution of charges. (4) Storage of charges.		(2) Placing a charged body near on uncharged body.	(3) Electroscopes (4) Chart showing the acting of heightening conductors	(2) use gold-leaf Electroscopes.
9	Electric Charges III	(3) to demonstrate action at points charged.	(5) Identification of charged points in materials e.g. Knife end, screw driver etc.				Students to: identify point charges in materials.
10	Overview of the terms work						
11	REVISION						
12	EXAMINATIONS						

PHYSICS
SS I
THIRD TERM

SUB-THEME 3: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Description and property of fields	Students should be able to: (1) identify force fields. (2) identify the properties of a force field.	(1) Concept of field (2) Types of fields -Gravitational -Magnetic and - Electric fields (3) Properties of a force field.	Uses iron fillings and bar magnet to show field and field lines.	(1) Throw heavy objects into the air and describe what happens (2) Play with magnets and use the compass needle to plot field lines.	(1) Stones or any heavy objects. (2) Bar magnets, horse shoe magnets, compass needles, iron fillings, bar magnet, horse shoe magnet.	Students to: distinguish types and properties of fields.
2	Gravitational field.	Students should be able to: (1) identify force fields from a set of forces. (2) explain why two solid bodies of different masses released from rest at the same point simultaneously fall to the ground at the same time. (3) describe the shape of the earth.	(1) Acceleration due to gravity. (2) Shape and dimension of the earth.	(1) Demonstrates the use of ticker-timer to determine acceleration due to gravity. (2) Leads discussion on shape and dimension of the earth using the globe.	(1) Ticker-timer to determine acceleration due to gravity. (2) Use simple pendulum experiment to determine acceleration due to gravity.	(1) Ticker-time and its accessories (2) Pendulum bob, string and retort stand, the globe.	Students to: (1) explain concept of an acceleration due to gravity. (2) solve simple problems on objects moving vertically in a gravitational field (3) describe the shape of the earth.

PHYSICS
SS I
THIRD TERM

SUB-THEME 3: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Electric Field I	Students should be able to: (1) draw electric lines of force around -isolated positive charge - isolated negative charge -two like charges placed near each other. -two unlike charges placed near each other	(1) Electric lines of force (2) Potential difference and electric current (3) Production of electric current (4) Electric circuit	(1) Shows lines of force using a test positive charge (2) Demonstrates production of a continuous flow of charge: -chemical -heat -mechanical and solar energy.	(1) Make electric circuit using the cell, key, ammeter, voltmeter, resistors. In parallel and series. (2) Measure current and potential difference for parallel and series arrangement of resistors.	(1) Charts showing the lines of force (2) Two different metals. A cell, thermocouples, a coil solar cells, key, ammeters, resistors, voltmeters	Students to: (1) explain the properties of electric field. (2) draw different field patterns (two charges like and unlike).
4	Electric Field II	Students should be able to: (2) generate a continuous flow of charges. (3) explain electric current. (4) set up a simple electric circuit (5) distinguish between conductors and insulators.	(5) Electric conduction through materials (6) Ohm's law	(3) Illustrates the importance of fuse in electric circuits by setting up a short-circuit	(3) Classify common materials into conductors and insulators with the aid of electric cell, an ammeter and a lamp.	(1) Cell, resistors, ammeters, voltmeters bulb, different metals, plastics, wood, ceramics. (2) Different types of wire.	Students to: (3) solve simple problems involving current, pad, resistance in an electric circuit. (4) solve simple problems involving Ohm's law.
5	Electric Field III	(6) define resistances as opposition to flow of charges (Electrons). (7) calculate the electrical work done in a given circuit.			(4) Investigate the effect of varying the potential difference between two points of a conductor (5) Investigate factors affecting electrical resistance (6) Investigate the relationship between mechanical and electrical energy. (7) Measure electrical power.	(3) Electric motor, pulley set of weight, stop clock. (4) Fuse wire, bulbs solar cell.	(5) differentiate electrical conductors from insulators. (6) problems on resistivity of a conductor at constant temperature. (7) solve problems on electrical power.

PHYSICS
SS I
THIRD TERM

SUB-THEME 3: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Particulate nature of matter	Students should be able to: (1) formulate simple hypothesis and test them before they can draw conclusions based on specific information. (2) explain how molecules of a substance move relative to other molecules of the same substance. (3) describe the atomic structure of matter. (4) state the constituents of the atom.	(1) Structure of matter: Evidence of particle nature of matter. (2) Simple atomic structure. (3) Molecules: Their size and nature (4) Crystal structure of matter. (5) State of matter: Solid, liquid and gas.	(1) Recalls the black bore experiment in JSS inter-science observes random motion of particles. (2) In a beam of light entering through a window into a dusty room. (3) Under the microscope using the smoke cell. (4) Leads discussion on the concept of atom; give a simple illustration e.g. successive cutting of a piece of yam.	(1) Observe the relative motion of HCL fume with that of NH ₄ OH fume. (2) Estimate the size of an oil molecule from an oil drop experiment.	Black box, smoke cell and microscope - A long tube, corks, HCL and NHOH, cotton wool absorbent. -Yam, knife blade, a big bowl, water falcum powder, oil.	Students to: (1) explain the structure and state of matter. (2) measure the size of a molecule as a class activity. (3) distinguish between crystals and non-crystals giving examples.
SUB-THEME: ENERGY QUANTIZATION AND DUALITY OF MATTER							
7	Particulate nature of matter	(5) use molecular theory to explain the three states of matter. (6) describe the structure of simple crystals. (7) distinguish between crystalline and amorphous substances. (8) use the concept of photon to explain that height behave like particle.	(5) Photon: Particle nature of photons	(5) Uses models to illustrate the three states of matter. (6) Leads discussion on the idea that light have particle.	(3) Discuss on the idea that light have particle properties	Model of the atom	(4) mention the particle properties of photons.

PHYSICS
SS I
THIRD TERM

SUB-THEME 3: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Fluids at rest and in motion	Students should be able to: (1) define surface tension in liquids (2) classify fluids according to their viscous properties. (3) give at least two examples of the application of surface tension and viscosity.	(1) Surface tension definition and effects (2) Viscosity (3) Applications	(1) Performs simple experiments on surface tension (2) Leads discussion on the applications of viscosity.	(1) Time, the fall of objects in liquid (2) Applications of viscosity in designing of ships, aeroplane etc.	Measuring cylinder liquid (water, Kerosine) stop clock, steel balls masking tape	Students to: (1) give examples of effects of surface tension. (2) explain effects of temperature on viscosity.
9	Units of Measurement and electrical continuity testing	Students should be able to: (1) identify units used in industry continuity faults in electric circuit. (2) construct a simple electrical continuity tester.	Units in industry	(1) Leads discussion on units used in industries such as temperature in $^{\circ}\text{F}_1$, power in Horse power, oil in barrels and land in acres (2) Provides the materials for constructing an electrical continuity tester. (3) Provides a faulty electric circuit and lead students to use the constructed tester to detect the point of discontinuity.	Hold discussion on units used in industries such as temperature in $^{\circ}\text{F}_1$ power in horse power, oil in barrels, and land in acres construct a simple tester and use to detect faults in the electric circuits	(1) Types of thermometric scales, $^{\circ}\text{C}$, $^{\circ}\text{F}$, K (2) Apparatus marked with H.P and KWH, electric meters used in homes (3) Tester, a metal rod, cell, a bulb.	Students to: (1) convert industrial units to the S.I units (2) use the constructed tester to detect faults in a given electrical circuit.

**PHYSICS
SS I
THIRD TERM**

SUB-THEME 3: FIELDS AT REST AND IN MOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Solar collector	Students should be able to: (1) construct a solar collector. (2) explain the use of solar energy supply.	(1) Solar energy (2) Solar panel for energy supply.	(1) Provides the materials for constructing a solar flat plate collector. (2) Leads students to construct the solar collector and use it to heat water. (3) Leads discussion on the use of solar panels in rural areas in Nigeria.	Construct a solar flat plate collector to collect solar energy and use it to heat water.	Solar panel.	Students to: (1) use the solar panel to supply energy. (2) explain the function of solar panel.
11	REVISION						
12	EXAMINATIONS						

FURTHER MATHEMATICS
SS I
FIRST TERM

SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Sets	Students should be able to: (1) define a set (2) represent given items in set notation (3) write out the types of sets. (4) carry out set operation. (5) draw and use Venn diagram in solving real life problem.	(1) Definition of set (2) Set notation method. (3) Types of set. (a) Null set (b) Single on set finite and infinite set -Subset -Universal set -Power set -Set operation (a) Union (b) Intersection (c) Complement number of element in a set (2) Venn diagram and application up to 3 set problem.	(1) Helps the students to build set using common objects around the students, illustrate to the students the different method of representing set. (2) Guides students to define the types of set and their notation illustrate to the student on how to carry out the operation. (3) Guides students to draw Venn diagram and how to use them in solving problem.	(1) Study the object around and then build sets from them use different method to represent set. (2) Gives example of types of set. (3) Solve problem which involves the operation. (4) Draw Venn diagram of given problem.	(1) Charts of different element of sets. (2) Charts of set. (3) Chart of sets using the different method of notation (4) Chart of types of set. (5) Chart of different operation. (6) Chart of 2 set and 3 set Venn diagram.	Students to: (1) define represent set using the different methods. (2) solve real life problem using Venn diagram.

FURTHER MATHEMATICS
SS I
FIRST TERM

SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Indices and Logarithms	Students should be able to: (1) use the law of indices in solving problem of indicial equation. (2) use the law of logarithm with the positive base in calculation change the base of a logarithm.	<p>(1) Law of indices $a^m \times a^n = a^{m+n}$ $a^m \div a^n = a^{m-n}$ $(a^m)^n = a^{mn}$ $a^0 = 1$ $a^{-n} = \frac{1}{a^n}$ $\frac{1}{a^n} = \sqrt[n]{a}$</p> <p>(2) Application of indices, solution of indices equation up to quadratic equation law of logarithm (a) $\log_a xy = \log_a x + \log_a y$ (b) $\log_a \frac{x}{y} = \log_a x - \log_a y$ (c) $\log_a x^n = n \log_a x$ (d) $\log_a a = 1$ (e) $\log_a 1 = 0$ Where: $a \neq 1$ $\log_a x = 0$ when $x = 1$ Change of base of logarithm $\log_a x = \frac{\log_b x}{\log_a b}$</p>	<p>(1) Explains to the students the law of logarithm. (2) Illustrates to the students that the law hold. (3) Drills the students on problem involving the law of logarithm. (4) Introduces the students to the rule of change of base, illustrate to the students that the rule hold, drill the students on change of base.</p>	<p>(1) Charts of the law of indices and logarithm illustrated with example and solving problem on it.</p>	<p>(1) Charts on the law of indices and logarithm illustrated with examples.</p>	<p>Students to: (1) solve problem indices. also solve problem using the law of logarithm. (2) solve problem on indicial equation. also solve the problem on change of base.</p>

FURTHER MATHEMATICS
SS I
FIRST TERM

SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Surds	Students should be able to: (1) define surd (2) use the rule of surd in manipulating surd. (3) rationalize the denominator of surd.	(1) Definition of surd (2) Rules for manipulating surd \sqrt{ab} $=\sqrt{a}\sqrt{b}$ $\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$ $(\sqrt{a})^n = \sqrt{a^n}$ $\sqrt{a^{-n}} = \frac{1}{\sqrt{a^n}}$ (3) Rationalization of denominator	(1) Guides students to give example of surd. (2) Guides students to the rules for multiplication surd. (3) Drills the students of on problems involving surd demonstrate to the students the method of rationalizing the denominator.	(1) Give example of surd. (2) Solve example on the rules for manipulating surds. (3) Work non Example on rationalizing the denominator.	(1) Chart of examples of surd (2) Charts of the rules for manipulating surds. (3) Charts of example on rationalizing the denominators.	Students to: (1) define surds (2) solve problem involving surds. (3) rationalize the denominator.
5	Linear Inequalities	Students should be able to: (1) solve linear inequalities in one variable. (2) solve problem on inequalities in two variables. (3) draw graph of linear inequalities in two variables.	(1) Linear inequalities in one variable (2) Linear inequalities in two variables graph of linear inequalities in two variables.	(1) Leads students to solve problems on linear inequalities in two variables. (2) Guides students to construct table of values. (3) Leads students to plot the values in graph sheet from the graph board. (4) Highlights the region that satisfied the inequalities.	(1) Solve problems on linear inequalities in one variable. (2) Solve problem on linear inequalities in two variables. (3) Construct the table of value. (4) Plot values on graph sheet showing the region that satisfies the inequalities.	(1) Linear inequalities charts. (2) The number line (3) Charts of solution of example of linear inequalities in two variables. (4) Charts of graphs of linear inequalities in two variables. (5) Graph board (6) Graph book.	Students to: (1) solve problems on linear inequalities in one variable. (2) solve problem on linear inequalities in two variables. (3) draw the graph of linear inequalities in two variables.

FURTHER MATHEMATICS
SS I
FIRST TERM

SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Binary operation	Students should be able to: (1) define binary operation. (2) identify the different laws of binary operation. (3) draw multiplication table for a binary operation.	(1) Definition of binary operation. (2) Law of binary operation. -Associative Law -Distributive law -Law of complementation (3) Identify element inverse of an element. (4) Multiplication table of binary operation.	(1) Helps the students in defining binary operation on set. (2) Treat each type of law with example. (3) Guides students to draw the multiplication table of binary operation on set with examples.	(1) Study various binary operation define in set (2) Solve problems involving the law. (3) Draw multiplication table of some given binary operation.	(1) Chart of standard operation on standard set as addition of number. (2) Chart displaying the law of binary operation. (3) Chart of multiplication table.	Students to: (1) define binary operation. (2) solve problems on all the law of binary. (3) draw multiplication of table of binary operation.
7	Function	Students should be able to: (1) define function (2) distinguish the types of function. (3) solve problem which involve function and its inverse.	(1) Definition of function (2) Type of function one to one function into function: -inverse function. -identify function. -constant function. -circular function. -logarithmic function. -exponential function. -composite function. (3) Application of function -solution of problem of function.	(1) Helps the students to give example of function. (2) Guides students to define the types of function (3) Drills students on problem solving.	(1) Give example of function (2) Give example of types of function. (3) Learn the steps in solving problem of function.	(1) Chart of examples of function (2) Chart of types of function (3) Chart of solutions of some problem on function.	Students to: (1) define function (2) list types of function. (3) solve problem on function.

FURTHER MATHEMATICS
SS I
FIRST TERM

SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8, 9, & 10	Sequence and Series	Students should be able to: (1) define the n^{th} term of a sequence. (2) find the n^{th} term of a sequence (3) define series (4) find the sum of series. (5) solve problems on arithmetic and geometric progressive.	(1) Definition of sequence. (2) The n^{th} term of a sequence. (3) Definition of series (4) The n^{th} sum of a series. (5) Arithmetic and geometric progressive.	(1) Guides students to give example of sequence. (2) Illustrates to the students how to find the n^{th} term of a sequence. (3) Guides students to give example of series. (4) The methods of finding the n^{th} sum of a series. (5) Illustrates to the students the derivative of the n^{th} sum of each progression. (6) Guides students to recognize convergent and divergent geometric progression.	(1) Participate in giving example of sequence. (2) Illustrate to the students how to find the n^{th} term of a sequence. (3) Give example of series. (4) Find the n^{th} sum of some series (5) Find the n^{th} sum of the progression. (6) Give example of convergent and divergent geometric progression. (7) Find the sum of infinity of convergent geometric progression.	(1) Chart of example of sequence and their n^{th} term (2) Chart of example of series, find the n^{th} sum of some series. (3) Find the steps in finding the n^{th} sum of the progression. (4) Chart of example of convergent and divergent geometric progression. (5) Chart of example of sum to infinity of convergent geometric progression.	Student to: (1) define sequence (2) find the n^{th} term of a sequence (3) define series; find the n^{th} sum of series. (4) find the n^{th} sum of progression recognizes convergent or divergent geometric progression find their sum.
11	REVISION						
12	EXAMINATION						

FURTHER MATHEMATICS
SS I
SECOND TERM

SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Trigonometric ratio of special angle and logical reasoning	Students should be able to: (1) define trigonometric ratio of special angle $30^\circ 45^\circ 60^\circ$. (2) apply the trigonometric ratio of $30^\circ 45^\circ 60^\circ$ to solve problem without the use of table.	(1) Trigonometric ratios of $30^\circ 45^\circ 60^\circ$. (2) Application of trigonometric ratio of $30^\circ 45^\circ 60^\circ$.	(1) Leads student to construct right angled triangles of $30^\circ 45^\circ 60^\circ$. (2) Guides student to derive trigonometric ratios of $30^\circ 45^\circ 60^\circ$. (3) Leads students to solve problem using the trigonometric ratio of $30^\circ 45^\circ 60^\circ$. (4) Guides students to use the above right angled triangle to derive trigonometric ratios of $30^\circ 45^\circ 60^\circ$.	(1) Construct right angled triangle of $30^\circ 45^\circ 60^\circ$. (2) Derive trigonometric ratios of $30^\circ 45^\circ 60^\circ$. (3) Solve problem of practical application of the ratio of $30^\circ 45^\circ 60^\circ$.	(1) Plane figures of right angle triangle showing angles of $30^\circ 45^\circ 60^\circ$. (2) Charts of the trigonometric ratios of $30^\circ 45^\circ 60^\circ$. (3) Charts of examples on practical problem. (4) Charts showing examples of antecedents and consequences of statement.	Students to: (1) construct shapes of given right angle triangle of $30^\circ 45^\circ 60^\circ$. (2) derive trigonometric ratio of $30^\circ 45^\circ 60^\circ$. (3) solve practical problem using the trigonometric ratio of $30^\circ 45^\circ 60^\circ$.
3	Calculating and processing device	Students should be able to: (1) identify and use some calculating device. (2) work with number system used in computer. (3) prepare flow charts (4) solve problem using flow chart.	(1) Calculating devices. -Abacus calculating device. (2) Decimal and binary system. (3) Flow chart (4) Application of flow charts.	(1) Guides students on how to use the calculating devices. (2) Guides students to solve problem on decimal and binary systems. (3) Guides students to draw flow chart (4) Illustrates to the students the use of flow chart in solving problem.	(1) Identify, study and use the calculating device. (2) Solve problem on the binary system (3) Draw flow chart (4) Solve problem using slow chart.	(1) Abacus, four figure table slide rules, calculator, computers. (2) Charts of example of the system. (3) Charts of flow chart. (4) Chart of example on the use of flow chart to solve problem.	Students to: (1) recognize given calculating device. (2) solve given problem in decimal and binary system. (3) prepare given flow charts. (4) solve given problem using flow charts.

FURTHER MATHEMATICS
SS I
SECOND TERM

SUB-THEME: PURE MATHEMATICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4, 5 & 6	The straight line on coordinate geometry	Students should be able to: (1) determine the midpoint of a line segment. (2) determine the gradient of a straight line. (3) determine the distance between two points. (4) determine the condition for parallelism and perpendicularity. (5) determine the equation of a line in different forms (6) transform non-linear relationship into linear forms. (7) determine the areas of triangles and quadrilaterals.	(1) Midpoint of a line segment. (2) Gradient of a straight line (3) Distance between two points (4) Conditions for Parallelism and perpendicularity. (5) Equation of a line (6) Transform relationship into linear form. (7) Area of triangles and quadrilateral.	(1) Guides students to determine the mid-point of a line segment. (2) Guides students to determine the gradient of a line segment. (3) Guides students to determine the distance between two point (4) Leads students to determine the condition for parallelism and perpendicularity, leads students to derive the equation of line in different forms. (5) Illustrates to the students how to use the laws of logarithm in transforming the relationship. (6) Guides students to determine the area of triangle and quadrilateral where the co-ordinates of the vertices are given.	(1) Determine the mid-point of the segment. (2) Determine the gradient of a straight line. (3) Determine the distance between two points. (4) Solve problem, using the condition of parallelism and perpendicularity. (5) Derive the equation of a line in different forms. (6) Transform relationship into linear forms. (7) Determine the area of triangles and quadrilaterals.	(1) Charts of line segment depicting the mid-point. (2) Charts of determined gradients of a straight line. (3) Charts of determined distance between two points on straight line. (4) Charts of problems that involve the use of the condition for parallelism and perpendicularity. (5) Charts of equation of a line in different terms. (6) Charts of transformed relationship. (7) Charts of example of triangle and quadrilateral whose areas are been determined.	Students to: (1) determine mid-point. (2) determine gradient of straight line. (3) determine the distance between two points. (4) solve problems on parallelism and perpendicular line. (5) determine the equation of a straight line in any form. (6) transform relationship into linear form. (7) find the area of triangle and quadrilaterals.

**FURTHER MATHEMATICS
SS I
SECOND TERM**

THEME: VECTORS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Vectors in two dimension	Students should be able to: (1) state the difference between vectors and scalars. (2) perform simple operations on vectors. (3) determine the sum, difference of any combination of vectors lying in a plane. (4) resolve a vector in a given direction. (5) define scalar (dot) product and its application.	(1) Scalar and vectors (a) Zero vectors (b) Negative vectors (2) Vector addition and subtraction. -Scalar multiplication vectors. -Magnitude and direction of a vector. -Unit vectors (3) The triangle law parallelogram law. -Resolution of vectors. (4) Scalar (dot) vector application of scalar (dot) product.	(1) Guides students to identify vector and scalar. (2) Guides students to perform simple operation on vector. (3) Directs students in using the triangle and parallelogram law to determine sum and difference of vector. (4) Leads students to resolve vectors. (5) Guides students to define scalar product. (6) Directs students to apply scalar product in geometry and trigonometry	(1) Identify a vector and scalar. (2) Perform simple operation on vector. (3) Determine sum or difference of vectors using triangle and parallelogram law (4) Resolve vectors in given direction (5) Define scalar product. (6) Apply scalar product in geometry and trigonometry.	(1) Charts of directed line vectors. (2) Charts of sum and difference of vectors using the triangle and parallelogram laws. (3) Charts of resolved vectors (4) Charts of geometrical drawing that illustrate the application of scalar products.	Students to: (1) distinguish vector and scalars. (2) solve simple questions on vectors. (3) use the triangle and parallelogram law. (4) resolve vector in given direction. (5) define scalar product (6) apply scalar product.
9, 10, 11 & 12	REVISION AND EXAMINATIONS						

FURTHER MATHEMATICS
SS I
THIRD TERM

SUB-THEME: STATISTICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Location	Students should be able to: determine the measures of location of data.	Mean, mode, median, deciles percentiles quartiles.	Guides students to determine the measures of location of data.	Determine the measures of location of data.	Charts of determined measures of location.	Students to: determine the measure of location.
3 & 4	Measures of dispersion	Students should be able to: identify and calculate the measures of dispersion.	Range inter-quartiles, mean deviation, and standard deviation.	Guides students to determine the measures of dispersion.	Determine the measures of dispersion of data.	Charts of determined measure of dispersion.	Students to: determine the measure of dispersion.
5	Measures of location	Students should be able to: calculate the coefficient of variation	Coefficient of variation.	Guides student to determine coefficient of variation.	Determine coefficient of variation.	Charts of the solution of the coefficient of variation of data.	Students to: determine the coefficient of variation.
THEME: OPERATION RESEARCH							
6	History and nature of operation research	Students should be able to: (1) define operation research. (2) give the history and nature of operation research.	Definition of operation research history and nature of operation research.	(1) Guides students to define operation research. (2) Leads students to tell the history of operation research.	(1) Define operation research. (2) Tell the history of operation of research.	Chart of historical development of operation research.	Students to: Define operation research; tell the history of operation research.
7	Models	Students should be able to: distinguish the model of operation research.	(1) Models of operation research. (2) Linear programming model. (3) Transportation model (Least cost and not west corner). (4) Assignment models	Guides students to distinguish the models.	Construct model that can distinguish the models.	Charts on the models.	Students to: distinguish models.

**FURTHER MATHEMATICS
SS I
THIRD TERM**

SUB-THEME: STATISTICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Models	Students should be able to: solve practical problems which involve the models.	Practical application of the models.	Guides students on practical problems on the models of operative research.	Participate in solving practical problems using the models.	Charts on solution of problems that involves the models.	Students to: solve practical problem using the models.
9, 10 11 & 12	REVISION AND EXAMINATIONS						

HEALTH EDUCATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning and setting for health education.	Student should be able to: 1. differentiate between health education and health promotion. 2. discuss the various setting for health education.	1. Health education - Meaning - Setting for health education i.e. home based, school based, community based health facilities based and workplace based. 2. Health promotion - Meaning.	1. Differentiates between health education and health promotion. 2. Discusses various settings for health education with the students.	1. Listen to the teacher. 2. Asks the teacher questions.	1. Posters. 2. Flip charts. 3. Textbooks.	Student to: 1. differentiate between health education and health promotion. 2. explain five (5) setting for health education.
2	History of health education.	Student should be able to: trace the history of health education in Nigeria.	History of health education in Nigeria.	Explains the history of health education in Nigeria.	1. Listen to the teacher. 2. Narrate the historical development of health education in Nigeria.	1. Video clips. 2. Photographs. 3. Charts. 4. Textbooks.	Student to: trace the historical development of health education in Nigeria.
3.	Community health service.	Student should be able to: 1. define community. 2. identify community health service and providers. 3. state examples of community effort in health promotion.	1. Define community health. 2. Community health service and their providers. (i). Orthodox services e.g. Primary health care. (PHC). (ii). Traditional services e.g. Bone setters, Birth attendant. 3. Community efforts in health promotion e.g. awareness campaign	1. Defines and explains community health. 2. Lists community health service and their providers. 3. Lists community effort in health promotion.	1. Explaining community health. 2. Listing health care services in the community and give examples of community effort in health promotion.	1. Posters. 2. Charts 3. Magazines and Films showing examples of community efforts for health promotion.	Student to: 1. define community health service. 2. mention two kind of health services. 3. state two examples of community effort for health promotion.

**HEALTH EDUCATION
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	School health programme.	Students should be able to: 1. define school health programme. 2. lists the component of school health programme 3. state the goals and objectives of school health programme. 4. discuss some global initiatives for promotion of school health programme.	1. Definition of school health programme. 2. Component of school health programme. (i). Skills based health education. (ii). Healthful school environment. (physical and biological environment). (iii). School health and nutrition service. (iv). School, home, and community relationship. 3. Goals and objectives of school health programme 4. Linkages for promoting school health programmes (initiatives). (i). Health promoting school. (HPS). (ii). Child friendly school (CFS). (iii). Focusing resources on effective school health. (FRESH). (iv). Skill-based health education (SBHE) (v). Life skills (LS) (vi). Education For All (EFA)	1. Defines school health programme. 2. Explains the component of school health programme. 3. Discusses global health initiative for the promotion of school health.	1. Lists and explain the component of school health programme. 2. Listens to discussion on global health initiatives and ask questions.	1. Textbooks 2. Magazines. 3. Posters. 4. Charts. 5. Medias (Radio, T. V and Newspapers). 6. National school health policy etc.	Students to: 1. define school health programme. 2. differentiate between school health programme and skills based health education. 3. mention two roles of the community in the health of the school.. 4. lists three (3) health promoting initiatives.

HEALTH EDUCATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	First aid and first aid treatment.	Student should be able to: 1. define first aid and its relevant terms. 2. discuss the importance of first aid treatment. 3. state the general principle of first aid treatment. 4. lists specific emergency conditions.	1. Definition of first Aid. 2. Relevant terms in first Aid e.g Causality. 3. Situations in which first aid kits are used. 4. Principles of first aid treatment. 5. Nature of specific emergency situation conditions.	1. Discusses the meaning of first aid and its terms. 2. Describes situations in which first aid kit are used. 3. Describes the principle in first aid treatment and specific emergency conditions.	1. Ask questions. 2. Describe situation in which first aid kit are used. 3. Demonstrate how to apply first aid treatment. 4. Roles play on emergency conditions	1. First box with the items. 2. Stretchers. 3. Pictures. 4. Films	Student to: 1. define first aid. 2. mention four (4) situation that require first aid treatment. 3. demonstrate how to apply first aid. 4. state two principles of first aid. 5. list two emergency conditions.
6	Safety education.	Students should be able to: 1. state the meaning of safety education. 2. state the importance of safety education.	Safety education. - Meaning. - The need for safety education. - Principle of safety.	1. Discusses the meaning of safety education. 2. States the importance of safety education. 3. States the principles of safety education. 4. Explains healthful school environment.	1. Properly arranged class room. 2. Clean school compound 3. Pick dangerous object from fields and courts.	1. Textbooks. 2. Broom. 3. Bucket 4. Waste basket.	Student to: 1. explain the need for safety in school. 2. define healthful school environment.
7	Human reproduction.	Student should be able to: define the terms: i. reproduction. ii. sex. iii. gametes. iv. ovulation. v. menstruations. vi. fertilization. vii. gestation.	Definition: - reproduction. - sex gamete - ovulation - menstruations. - fertilization. - pregnancy and - gestation.	1. Explains the terminologies related to human reproduction. 2. Asks questions.	1. Explain the terms used in reproduction system. 2. Answers questions.	1. Posters 2. Charts 3. CDs 4. Textbooks.	Student to: 1. define reproduction and menstruation. 2. explain the process of fertilization.

**HEALTH EDUCATION
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.		Student should be able to: 1. describe the male and female internal and external sex organs. 2. describe the process of fertilization and foetal development. 3. explain the care of pregnancy and newborn.	1. Description of sex organ. 2. Process of fertilization. 3. Foetal development. 4. Care of pregnancy and newborn.	1. Describes male and female sex organ. 2. Processes of fertilization. 3. Describes the care of pregnancy and newborn. 4. Asks questions.	1. Draw and label male and female sex organ. 2. Describe the process of fertilization, foetal development, care of pregnancy and newborn.		
9	Human sexuality education.	Student should be able to: 1. define sexuality, sexuality education and sexual health, sexual reproduction health rights, gender and qualities. 2. differentiate between assertive and communication skills applicable to human sexuality.	1. Definition: - sexuality. - sexuality education. - sexual health. - sexual reproduction health rights. - gender and quality. 2. Assertive and communication skills.	1. Explains the nature of human sexuality. 2. Describes assertive and communication skills. 3. Asks questions.	1. Answer questions. 2. Roles play in assertive communication skills.	1. Posters 2. Charts. 3. CDs 4. Textbooks	1. differentiate between sexual reproductive health right and gender quality. 2. list the attribute expressed in assertive communication.
10	Family and family health roles.	Students should be able to: 1. differentiate between family and households. 2. differentiate between types of families and marriages.	1. Meaning of family and household. 2. Roles, responsibilities and functions of members of the family. 3. Marriage and parent hood.	1. Describes the nature of family and household. 2. Describes the process of marriage and the responsible parenthood.	1. Roles play in ideals family set-up. 2. Itemize the process of traditional courts and religious forms of marriage.	1. Posters. 2. Charts 3. CDs 4. Textbooks.	Student to: 1. differentiate between family and household. 2. explain the process involved in any two forms of marriage.
11	REVISION						
12	EXAMINATION						

**HEALTH EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2.	Cells and tissues of human body	Student should be able to: 1. describe the nature of cells of human body. 2. explain the tissue of human body. 3. differentiate between growth and development.	1. Cell of human body. 2. Tissue of the body. 3. Growth and development.	1. Describes the nature of cell and tissues. 2. Describes the nature of tissues of the human. 3. Differentiates between growth and development.	1. Draw and label the various stages of cell division. 2. Draw and label tissues of human body. 3. States the differences between growth and development.	1. Posters 2. Stain dyes 3. Microscope 4. Slides 5. Charts 6. Textbooks 7. Concrete objects.	Student to: 1. draw and label various stages of cell divisions. 2. draw and label tissues of human body. 3. differentiates between growth and development.
3.	The sense organs.	Students should be able to: explain different types of sense organ and their functions.	1. Sense organ. i. The skin. ii. The eye. iii. The ear.	Explain different types and function of sense organs.	Draw and label different types of sense organs.	1. Posters. 2. Charts 3. CDs. 4. Models. 5. Concrete objects.	Student to: 1. draw and label two sense organ. 2. list function of each sense organs.
4.	Systems of the body.	Student should be able to: 1. differentiate between skeletal and muscular systems. 2. draw and label different types of bones. 3. related skeletal and muscular system to human movement.	1. Skeletal system. 2. Muscular System. 3. Human movement.	1. Explain the structure of skeletal system. 2. Explains then structure of muscular system. 3. Describes human movement.	1. Draw and label the Skeletal system. 2. Draw and label the muscular system. 3. Demonstrate human movement patterns.	1. Posters. 2. Charts. 3. CDs 4. Real objects. 5. Individual demonstration.	Student to: 1. draw and label the skeletal system. 2. draw and label the muscular system. 3. demonstrate two human movement patterns.
5.	Housing.	Student should be able to: 1. state criteria for good housing. 2. state the attribute of good housing to health.	1. Criteria for good housing. i. Setting. ii. Ventilation. iii. Lighting iv. Sanitation. 2. Component of a standard house	1. Lists the criteria for good housing. 2. Lists the component of a standard house.	1. Visit housing estate. 2. Write report of visit. 3. Lists component of a good housing.	1. Posters. 2. Charts. 3. Magazine and films showing examples of houses and its component.	Student to: 1. define a house. 2. itemize four attribute of good housing.

**HEALTH EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Water supply	Student should be to: 1. define source of water 2. lists source of water. 3. describes process of water purifications. 4. describes the uses of water.	1. Definition of source of water. 2. Source of water: rain, borehole, river, streams, spring, well and pond. 3. purification of water. 4. Uses of water.	1. Defines water. 2. Lists the sources of water. 3. Explains the process of water purification. 4. Describes the uses of water.	1. Listens to explanation. 2. Enumerate uses of water. 3. Describe water purification process.	1. Posters. 2. Charts 3. Magazine showing sources, purification and uses of water. 4. Cloth fitters. 5. Pipe fitters. 6. Pictures of boreholes.	Student to: 1. define water. 2. list four sources of water. 3. lists two ways of purifying water 4. mention four uses of water.
7.	Drug education	Student should be able to: 1. explain the meaning of drug and drug education. 2. explain commonly used terms in drug education. 3. list classes of commonly abused drugs.	1. Meaning of drug and drug education. 2. Terminologies in drug education. (drug abuse, drug dependence, drug misuse, drug addiction, self-medication, alcoholism, rehabilitation etc). 3. Classes of drugs commonly abused.	1. Guides student to the state meaning of drug and drug education. 2. Explains the terminologies used in drug education. 3. Classifies drug commonly abused.	1. Listens and ask questions. 2. Participate in class discussion. 3. Lists different ways of taking drugs.	1. First aid box. 2. Posters. 3. Textbooks 4. Charts showing classes of drugs and ways of taking drugs into the body.	Student to: 1. state clearly the difference between drug abuse and drug misuse. 2. lists four commonly abuse drugs.
8.	Drug education	Student should be able to: 1. mention the various ways of taking drugs. 2. discuss drug abuse. 3. discuss the danger of self medication.	1. Ways of taking drugs into the body (Oral, injection, inhalation, topical and anal). 2. Drug abuse meaning. 3. Consequences of self medication.	1. Lists ways of taking drugs into the body. 2. States the effect of self medication. 3. States the characteristics of drug addict and its rehabilitation.	1. Listens and ask questions. 2. Participate in class discussion. 3. Lists different ways of taking drugs.	1. First aid box. 2. Posters. 3. Textbooks 4. Charts showing classes of drugs and ways of taking drugs into the body.	Student to: 1. state three ways of taking drugs into the body. 2. state three effect of self medication.

**HEALTH EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Emotional health and social health.	Student should be able to: 1. define emotional health. 2. define social health. 3. discuss the interrelationship between emotional and social health.	1. Definitions of emotional and social health. 2. Interrelationship between emotional and social health.	1. Describes emotional health. 2. Describes social health. 3. Illustrates the relationship between emotional health and social health.	1. Listens to discussion. 2. Participate in question and answer section. 3. Roles play in emotional conditions. 4. Differentiate between emotional and social health.	1. Posters. 2. Charts showing classes of emotional and social health diseases.	Student to: 1. define emotional health. 2. define social health. 3. state two differences between emotional and social health.
10	Attribute of emotional and social health.	Student should be able to: 1. list and discuss the attribute of emotional and social health. 2. understands personality problems and solutions. (a) identification of personal problems (b) solving personal problems.	1. Definition of personality and personality traits. 2. Personality problems and solutions. (a). Identification of personal problems. (b). Solving personal problems.	1. Defines personality. 2. Discusses personality traits. 3. Guides in identifying personal problems and their solutions.	1. Define personality. 2. Explain personality traits. 3. Participate in identifying personal problems.	1. Posters. 2. Charts. 3. Graphic presentation of prevalence of diseases. 4. Textbooks.	Student to: 1. explain personality traits. 2. lists two personality problems and two solutions in a tabular form.
11	REVISION						
12	EXAMINATION						

**HEALTH EDUCATION
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Personal health.	Student should be able to: 1. describe personal health. 2. mention the importance of personal health.	1. Meaning of personal health. 2. Important of personal health.	1. Explains the meaning of personal health. 2. Discusses the importance of personal health.	1. Listen to the teacher. 2. Ask Questions.	1. Textbooks 2. Weighing scales. 3. Rulers. 4. Charts.	Students to: 1. define personal health. 2. state the importance of physical.
2	Care of the human body.	Students should be able to: 1. explain how to care for various body parts. 2. identify various human body parts.	Care of human parts. - The eyes - The nose - The ear - The skin - The hair etc.	Describes how to take care of the various human parts.	1. Identify various human body parts. 2. States the care of various body parts.	1. Posters 2. Real life objects. 3. Videos clips 4. Human demonstrations.	Student to: explain how to care for the mouth and the hand.
3	Nutrition and food nutrients.	Students should be able to: 1. define nutrition and food nutrients. 2. state the various types of foods. 3. states the sources of food nutrients.	1. Definitions - Nutrition. - Nutrients. 2. Nutrients - Classes - Sources.	1. Discusses nutrition and food nutrient. 2. Describes the classes of food and sources of food nutrients.	1. Brings foods stuffs to the classroom. 2. Identify sources of food nutrients	1. Textbooks. 2. Real food substance. 3. Posters 4. Charts.	Student to: 1. define nutrition and food nutrients. 2. state the various types of foods. 3. states the sources of food nutrients.
4	Balanced/adequate diet.	Student should be able to: 1. define balanced/adequate diet. 2. classify food groups in the community. 3. identify and suggest remedies to nutritional problems.	1. Definition of balanced/adequate diet. 2. Food groups in the locality. 3. Nutrition problems.	1. Explains balanced/adequate diet. 2. Discusses food groups in the locality. 3. Explains nutritional problems.	1. Groups foods in the locality. 2. Plan a table of balanced/adequate diet. 3. Identify some nutritional problems.	1. Textbooks 2. Real foods substances. 3. Posters. 4. Charts showing food pyramid.	Student to: 1. define balanced/adequate diet. 2. lists component of balanced/adequate diet. 3. state three nutritional problems.

**HEALTH EDUCATION
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Factors influencing feeding habit/choice of food.	Student should be able to: lists factors influencing feeding habit.	Factors influencing feeding habit/choice of food: (i). availability. (ii). religion. (iii). education. (iv). age. (v). belief. (vi). health (vii). cost. (viii). occupation.	Illustrates factors influencing feeding patterns/habits	Give reasons why they eat certain foods.	1. Textbooks 2. Posters. 3. Charts.	Student to: state four factors that influences feeding habit.
6	Diseases.	Student should be able to: 1. define diseases 2. state two classes of diseases. 3. differentiate between communicable diseases.	1. Definition of diseases. 2. Classes of diseases. (i). Communicable (ii). Non-Communicable diseases. 3. Differences between communicable and non-communicable diseases.	1. Guides student to define diseases. 2. States the two classes of diseases. 3. States the differences between communicable and non-communicable diseases.	1. Listen and participate in the class discussion. 2. Give examples of two classes of diseases and their differences.	1. Posters. 2. Charts showing classes of diseases. 3. Textbooks.	Student to: 1. define diseases. 2. state two major types of disease. 3. differentiate between communicable and non-communicable diseases.
7	Communicable diseases	Student should be able to: 1. define the term communicable disease, epidemiology, prevalence rate. 2. lists and classify communicable diseases according to mode of transmission.	1. Definition of communicable disease, epidemiology, prevalence rate etc. 2. Classification of communicable disease (airborne, water borne, food borne, insect/animal borne, body contact infections).	1. States the meaning of the terms. - Communicable diseases. - Epidemiology. - Prevalence rate 2. Guides students in mentioning types of diseases in each class.	Participate in mentioning the different type of diseases in interacting manners including their epidemiology and prevalence rate.	1. Posters. 2. Charts. 3. Textbooks 4. Graphic presentation of prevalence of diseases.	Student to: lists three examples of each communicable and non-communicable diseases.

**HEALTH EDUCATION
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Causes and prevention of communicable diseases	Student should be able to: 1. state the causes and factors necessary for communicable to occur. 2. state how communicable diseases can be prevented.	1. Causes of communicable diseases. 2. Conditions for communicable diseases to occur.: Agent, host and environment. 3. Prevention of communicable disease.	Illustrates effects of causative agents, hosts and environment in cause and spread of diseases.	1. Listens to teacher. 2. Participate in discussion. 3. State the causes, conditions and prevention of communicable diseases.	1. Textbooks. 2. Magazines. 3. Posters. 4. Charts. 5. Graphic illustration etc.	Student to: 1. describe the following: (a). causative agents (b). hosts (c). environment. 2. suggest three major ways that diseases can be spread.
9	Consumer health education.	Students should be able to: 1. define consumer health. 2. define consumer health education. 3. differentiate between consumer health and consumer health education. 4. identify consumer product and services groups 5. mentions features of genuine product and services.	1. Consumer Health. - Meaning - Product - Services. 2. Consumers health education. - Meaning. 3. Features of genuine products and services (trade market, expiring date etc).	1. Explains the meaning of consumer health. 2. Explains the meaning of consumer health education. 3. Discusses various consumer product and services. 4. States the features of genuine product and services.	1. Describes consumers health and consumer health education. 2. Identify consumers product and services in the community. 3. Identifies products with genuine features.	1. Brochures of health products. 2. Brochures of health services organizations.	Student to: 1. differentiate between consumer health and consumer health education. 2. lists two health product in the community. 3. lists three features of genuine products.
10	Consumer health education.	Student should be able to: 1. lists major laws in protecting consumers in nigeria. 2. names agencies promoting consumers health in Nigeria.	1. Laws protecting consumer health in Nigeria. 2. Agencies promoting consumer health in Nigeria. e.g. NAFDAC, SON, consumer protection board).	1. Explains law protecting consumer health in Nigeria. 2. Describes activities of agencies promoting consumer health in Nigeria.	1. Finds out laws protecting consumer health in Nigeria. 2. Make field trips to agencies promoting consumer health in Nigeria.	1. Law document. 2. Brochures of agencies promoting consumers health. 3. Brochures of agencies promoting consumer health in Nigeria.	Student to: 1. state two laws protecting consumer health in Nigeria. 2. lists two agencies protecting consumer health in Nigeria.
11	REVISION						
12	EXAMINATION						

PHYSICAL EDUCATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Philosophy of physical education	Students should be able to: 1. states the philosophies of hetherington, dudley sergeant wood, john dewey. 2. discusses the changes in the concept of physical education.	1. And philosophies of founding fathers. 2. Changes in concept of physical education.	1. Discusses philosophies of the founding fathers. 2. Explains the changes in the concept of physical education.	1. Compares the philosophies of the founding fathers. 2. Mentions some changes in the concept of physical education.	1. Textbooks. 2. Audio-visual aids. 3. CD-ROMS	Students to: 1. lists two difference among the philosophies of the founding fathers. 2. mentions three changes in the concept of physical education.
2.	Recreation	Students should be able to: 1. defines recreation. 2. identify outcomes of recreation. 3. differentiate among recreation, rest and leisure.	1. Definitions of recreation. 2. Benefits of recreation. 3. Differences between recreation, rest and leisure.	1. Defines the keywords. 2. Explains the benefits of recreation. 3. Discusses some recreational activities. 4. Guides students to list local recreational activities/facilities and equipment.	1. Lists and note the keywords in the definition. 2. Participate in class discussion by mentioning some benefits of recreation. 3. Mentions some local recreational activities/facilities and equipment.	1. Posters. 2. Pictures 3. CDs 4. Open spaces. 5. Sports facilities and equipment.	Students to: 1. define recreation rest and leisure. 2. lists four benefits of recreation. 3. lists five recreational activities/facilities and equipment.
3.	National sports championship I	Students should be able to: 1. lists what constitute national championship. 2. national championship organization and administration.	1. National championship: organization and administration. 2. Lists various components of national championships.	1. Leads discussion on the organization and administration of national championship. 2. Differentiates component of national championship.	1. Take down notes as the teacher explains. 2. Participate in the class discussions.	1. CD-ROMS 2. Textbooks 3. Video 4. Documentaries.	Students to: 1. states the organization of pattern of national championships. 2. shows the organization of national championships.

PHYSICAL EDUCATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	National sports championship II	Students should be able to: 1. states types of national sports championships. 2. differentiate between championship organized by sports associations and co-operate bodies.	1. Types of national championships. 2. National championship organized by different sports associations. 3. National championships organized by co-operate bodies.	1. Explains types of national sports championships. 2. States the difference between championships organized sports associations and co-operate bodies.	1. Take down notes as the teacher explains. 2. Participate in the class discussion.	1. CD-ROMS 2. Textbooks 3. Video. 4. Documentaries.	Students to: 1. states types of national sports championships. 2. differentiates between championship organized by sports association and co-operate bodies.
5.	National sports championship III	Students should be able to: 1. differentiate between national championship and national sports festival. 2. states the objectives of Nigerian school sports federation.	1. The national sports festival. 2. National championships organized by Nigerian school sports federation.	1. Explains the significances of the national championships and sports festival. 2. Arranges for excursion during any competitions.	1. Take down notes as the teacher explains 2. Participate in class discussion on the types of championships. 3. Record their observations during field trips and excursions.	1. CD-ROMS. 2. Textbooks 3. Videos 4. Documentaries.	Students to: 1. describe the national sports festival/the significance. 2. lists three games involved in the Nigerian school sports federation.
6.	Circulatory system.	Students should be able to: 1. labels parts of the heart. 2. differentiate between vein and arteries. 3. lists the effects of training on the heart.	1. The hearts muscle 2. Effects of training on the heart.	1. Guides students to draw and label the different parts of the heart. 2. Explains the differences between veins and arteries. 3. Leads students to discuss the effects of training on the heart.	1. Draws and label the different parts of the heart. 2. Participate in class discussion on the effects of training on the heart. 3. Listen to the teacher. 4. Asks and answer questions.	1. Diagrams. 2. Textbooks. 3. CD-ROMS. 4. Projectors. 5. Pictures. 6. Charts.	Student to: 1. draws and label five parts of the heart. 2. states two differences between vein and arteries. 3. discusses three effect of training on the heart.

**PHYSICAL EDUCATION
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Athletics (track and field events I)	Students should be able to: demonstrate (i). The starts sprints. (ii). The baton exchange in the relays.	1. The sprints. (i). The starts. (ii). Coasting. (iii). Finishing. 2. The baton exchange. (i). Types of baton exchange. (ii). The change over zone.	1. Demonstrates the skills involved in the sprints, and the baton exchange in the relay. 2. Supervises the children as the practice.	1. Listens to the teacher. 2. Practice what the teacher demonstrated.	1. Textbooks 2. CD-ROMS 3. Magazines 4. Rules book. 5. The baton.	Students to: 1. demonstrate the different starts in sprints. 2. demonstrate baton change in relay.
8.	Athletics (track and field events II)	Students should be able to: demonstrate the horizontal jumps.	Horizontal jumps. (i). Types (ii). Techniques.	1. Demonstrate the skills involved in the horizontal jumps. 2. Supervises the children as they practice.	1. Listen to the teacher. 2. Practice what the teacher demonstrated.	1. Textbooks. 2. CD-ROMS 3. Magazines. 4. Rules books.	Students to: demonstrates and list two types of horizontal jumps.
9.	Nigerian traditional dances.	Students should be able to: 1. explains the meaning of traditional dances. 2. lists the various costume for the dances. 3. demonstrates types of traditional dances and dances steps.	1. Dances from the regions of the country. 2. Costumes for the various dances. 3. Types of traditional dances and dances steps.	1. Explains the various dances. 2. Demonstrates the various dances steps. 3. Provides costume for the various dances. 4. Displays pictures of some costumes.	1. Listen to the teacher and take down notes. 2. Practice the dance and the dance steps while the teacher supervises.	1. Pictures. 2. Dance costume. 3. Radio cassette. 4. CD-ROMS.	Students to: 1. lists three types of dances and dance steps. 2. lists two costume of the various dances.
10	Warm- up	Students should be able to: 1. define warm-up. 2. explains the types of warm- up activities. 3. lists the importance of warm-up activities.	1. Meaning of warm-up. 2. Types of warm-up 3. Importance of warm-up.	1. Defines warm-up. 2. Explains the types of warm-up. 3. Guides students to discuss the importance of warm-up before engaging in physical activities.	1. Writes the definition. 2. Listen to the explanations and list the types of warm-up. 3. Participate in class discussion on the importance of warm-up.	1. Textbooks. 2. Pictures. 3. CD-ROMS.	Students to: 1. define warm-up. 2. lists and explains the types of warm-up activities. 3. mentions two importance of warm-up.
11	REVISION.						
12	EXAMINATION						

PHYSICAL EDUCATION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Concept of the whole man	Students should be able to: 1. explain the interdependence of mind and body. 2. discuss how physical education develops the mind and body.	1. Unitary nature of man. 2. Education of the Physical and Education through the physical.	1. Explains the disadvantage of overemphasizing one aspect of life at the expense of another e.g a person placing more emphasis on the physical at the expenses of emotional or social. 2. Describes the role of Physical Education in developing the mind and body.	1. State the relationship between the mind and body. 2. List ways Physical Education develops the mind and body.	1. Textbooks 2. Charts	Students to: 1. explain the interdependence of mind and body. 2. mention two ways physical Education a. develops the mind b. develops the body.
2.	Intramural and extramural activities I	Students should be able to: 1. differentiate between intramural and extramural activities. 2. officiate in intramural activities. 3. types of tournament.	1. Definitions 2. Intramural activities. 3. types of tournament. 4. Rules and regulations/officiating in sports.	1. Defines intramural and extramural activities. 2. Discusses intramural activities. 3. Explains kinds of tournament.	1. Note the definitions 2. Mention some intramural activities. 3. Explain the kinds of tournament.	1. Illustrations of the various types of tournaments 2. Rule books of different sports 3. Charts	Students to: 1. list two intramural activities. 2. draw sketch of fixtures for: a. single elimination b. round robin.
3.	Intramural and extramural activities II	Students should be able to: 1. state the various educational levels and their sports festival. 2. the nigerian university games (NUGA).	1. List various educational levels and their sports participation. 2. the Nigerian University Games (NUGA).	1. Leads discussions on the different historical games. 2. Invites resource persons from relevant sports council.	1. Take down notes and watch pictures. 2. Ask and answer questions. 3. Participate in class discussions.	1. Textbook 2. Charts 3. Pictures 4. Video tapes 5. CD – ROMS	Students to: 1. list three institutional sports. 2. discuss the interval before the next games.

**PHYSICAL EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Institutional sports	Students should be able to: 1. state the various educational levels and their sports festival 2. discuss the significant of the various institutional sports festival.	1. The Nigerian polytechnic games (NIPOGA) 2. Nigerian Advance Teachers Colleges of Education Games (NATCEGA)	1. Leads discussion on the different historical games. 2. Invites resource persons from relevant sports councils	1. Takes down notes and watch pictures 2. Ask and answer questions 3. Participate in class discussions.	1. Textbooks 2. Charts 3. Pictures 4. CD-ROMS 5. Video Tapes	Students to: 1. list two institutional sports. 2. discuss the interval before the next games.
6.	Blood circulatory system	Students should be able to: 1. describe the composition of blood. 2. state functions of blood. 3. differentiate between the two types of circulation.	1. The blood circulation 2. Function of blood 3. Types of blood circulation.	1. Guides students to discuss the composition of blood. 2. Explains the functions of blood 3. Guides students to differentiate between the two types of circulation.	1. Participation in class discussion on the composition of blood. 2. Listen to teacher explains the functions of blood. 3. Take down notes on the differences between the two types of circulation 4. Ask and answer questions.	1. Diagram 2. Projectors 3. Pictures 4. CD-ROMS 5. Textbooks	Students to: 1. list and explain four components of the blood. 2. state five functions of the blood. 3. differentiate between pulmonary and systematic circulations.
7.	Games ball - games soccer I	Students should be able to: 1. explain and demonstrate the basic skills in soccer. 2. state the safety kits appropriate to soccer and their uses.	1. Basic skills in soccer. 2. Safety in soccer, kits and their functions.	1. Demonstrates the various skills involved in soccer. 2. Explains the various protective kits in soccer.	1. Listen and watch the teacher. 2. Practice the various skills taught under the supervision of the teacher.	1. The Soccer pitch and ball. 2. The soccer boots 3. The shin guards 4. CD-ROMS 5. Magazines of Nigerian soccer Heroes and Heroines. 6. The whistle.	Students to: 1. list two safety kits in soccer and their functions. 2. demonstrate four basic skills in soccer.

**PHYSICAL EDUCATION
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Ball games soccer II	Students should be able to: 1. state important rules governing the game of soccer. 2. the rules of the game of soccer.	1. Dress codes in soccer. 2. The rules of the game of soccer.	1. Explains the basic rules of soccer. 2. Lists and states the functions of soccer officials.	1. Listen and watch teacher. 2. Take down notes. 3. Ask and answer questions.	1. CD-ROMS 2. The whistle	Students to: 1. draw and explain the dimensions of pitch. 2. list five basic rules in soccer.
9.	Ball games soccer III (practical)	Students should be able to: demonstrates the various basic skills.	1. Goal keeping 2. Kicking 3. Throw-in and out 4. Heading 5. Trapping	Demonstrates the basic skill in soccer.	Participate in the practical class work.	1. Ball 2. Whistle 3. Shin guards 4. Jersey	Students to: kick the ball using inside foot, out foot, instep etc.
10	Components of physical fitness	Students should be able to: 1. explain the meaning of: a. health related physical fitness b. performances related physical fitness 2. list the components of: a. health related physical fitness b. performance related physical fitness	1. Meaning of health related and performance related physical fitness. 2. Component of health related fitness. 3. Components of performance related fitness.	1. Explains the meaning of health and performance related fitness. 2. Explains the health and performance related components of physical fitness. 3. Guides student to differentiate between health and performance related physical fitness.	1. Listen to teachers explanations. 2. Mention the components of health and performance related fitness. 3. Differentiate between health and performance related physical fitness.	1. Textbooks 2. Posters 3. Charts 4. CD-ROMS	Students to: 1. define (a) health related physical fitness. (b) performance related physical fitness. 2. list two components of: (a) health related physical fitness and (b). performance related physical fitness.
11	REVISION						
12	EXAMINATION						

**PHYSICAL EDUCATION
SS I
THIRD TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Physical education ideologies.	Students should be able to: relate ideologies in physical education and sports to national ideologies.	1. Nationalism and patriotism in physical education and sports. 2. National ideologies.	1. Explains nationalism and patriotism. 2. Relates ideologies in physical education to national ideologies.	1. Gives examples on patriots in sports. 2. Discusses national ideologies that can be developed through physical education.	1. Textbooks. 2. Posters.	Students to: 1. lists three patriots in sports. 2. explains one way physical education can develop natural ideology.
2.	Traditional physical education and sports in Nigeria I	Students should be able to: 1. explains the origins and significance of traditional sports. 2. describe the traditional sports.	1. Origins of traditional sports in Nigeria. 2. Types of traditional sports.	1. Explains the origins of traditional sports. 2. Guides students to discuss types of traditional sports.	1. Listen to the teacher and take down notes. 2. Identify some traditional sports and games.	1. Textbooks. 2. Local musical equipments. 3. Pictures. 4. CDs.	Students to: 1. explains the origin of one traditional sports. 2. lists four traditional sports or games in their locality.
3.	Traditional physical education and sports in Nigeria II	Students should be able to: compare traditional sports and games with those of other cultures.	Values of traditional sports.	1. Invites resources persons to demonstrate some traditional sports or games 2. Guides students to discuss values of traditional sports and games.	1. Practices the traditional sports and games. 2. Mentions some values of traditional sports and games.	1. Textbooks 2. Local musical equipment 3. Pictures. 4. CDs.	Students to: 1. demonstrates two traditional sports or games. 2. states two values of traditional sports and games.

**PHYSICAL EDUCATION
SS I
THIRD TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Skeletal system	Students should be able to: 1. label the main part of the skeleton. 2. list the joints which permits different kind of movement.	1. Bones types of bone. 2. Joints: kinds of joints.	1. Guides students to identify and label the main parts of the skeleton 2. Explains the joints that permits different kinds of movement 3. Supervises student draw and label different parts of the skeleton.	1. Draw and label the main parts of the skeleton 2. Take done notes as the teacher explains joints that permit that permit different kinds of movement 3. Practice labeling the different parts of the skeleton.	1. Pictures 2. Textbooks 3. CD-ROMS 4. Projectors 5. Diagrams	Students to: 1. draw and label some parts of the skeleton. 2. list five joints that permits different kind so of movement.
5.	Respiratory system	Students should be able to: 1. describe the structure of the lungs. 2. state the function of the lungs. 3. discuss types of respiration. 4. describe what takes place in respiration during exercises.	1. The lungs a. The structure b. The functions 2. Types of respiration. 3. Effects of exercise on respiration.	1. Guides students to draw and label they respiratory system. 2. Explains the structure and functions of the lungs. 3. Explains what takes place in respiration during exercises.	1. Practice drawing and labeling of the respiratory system. 2. Listen to the teacher 3. Ask and answer questions 4. Take down notes 5. Participate in class discussion.	1. CD-ROMS 2. Projectors 3. Pictures 4. Textbooks 5. Diagram	Students to: 1. describe the structure of lungs. 2. state the functions of the lungs. 3. explain the change of gases in the lungs. 4. describe what takes place in respiration during exercises.
6.	Racket games I tennis I	Students should be able to: 1. list the types of courts in Tennis. 2. list the officials of the game of Tennis.	1. Types of court surfaces in Tennis. 2. Equipment in Tennis. 3. Official of Tennis.	1. Explains the types of court/surfaces in Tennis. 2. Explains the various officials and their functions in Tennis.	1. Listen to the teacher and take down notes. 2. Participate in class discussion. 3. Ask and answer questions.	1. The tennis racket 2. Tennis ball 3. Diagram of Tennis court.	Students to: 1. list and explain two types of court. 2. list three officials of the game of Tennis and their functions.

**PHYSICAL EDUCATION
SS I
THIRD TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Tennis II	Students should be able to: demonstrate the basic skills in the game of Tennis.	Basic skills in Tennis.	Demonstrates the skills involved in Tennis.	Practice the various skills as demonstrated by the teacher	1. The Tennis racket 2. Tennis ball 3. tennis court	Students to: demonstrate three basic skills in Tennis
9.	Table tennis II	Students should be able to: demonstrate the basic skills in the game of table tennis	Basic skills in Table Tennis	Demonstrates the basic skills involved in Table Tennis.	Practice the various skills as demonstrated by the teacher	1. The Table Tennis bat 2. Table Tennis Table	Students to: demonstrate three basic skills in table tennis.
10	Physical fitness	Students should be able to: 1. explain the meaning of physical fitness tests. 2. explain the importance of physical fitness test.	1. Physical fitness test activities. 2. Administration of physical fitness test.	1. Explains the meaning of physical fitness test 2. Demonstrate the selected physical fitness test 3. Guides the students to perform the physical fitness test	1. Discuss the meaning of physical fitness. 2. Demonstrate selected physical fitness test activities under the supervision of the teacher. 3. List the importance of physical fitness test.	1. Textbook 2. Pictures 3. Benches 4. Mats 5. Charts 6. Stop watch 7. Jotters	Students to: 1. explain the meaning of physical fitness tests. 2. explain the importance of physical fitness test.
11	REVISION						
12	EXAMINATION						

AGRICULTURAL SCIENCE
SS I
FIRST TERM

THEME: BASIC CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning and important of Agriculture	Students should be able to: 1. define Agricultural Science. 2. state the importance of Agricultural Science to individual, community and the Nation.	1. Definition of Agricultural Science. 2. Importance of Agricultural Science to individual, community and the Nation.	Guides the discussion.	Participate in the discussion on the meaning of Agricultural Science.	Illustrative charts.	Students to: 1. define Agricultural Science. 2. state five 5 importance of Agricultural Science to the Nigerian Economy.
2	Problems of Agricultural development and possible solutions.	Students should be able to: 1. identify and discuss various problems of Agricultural development in Nigerian. 2. state possible solutions to the identified problems.	1. Problems related to land tenure, basic amenities, finance, transportation, storage and processing facility, agricultural education and extension tools and machinery, farm inputs, marketing system, environmental degradation etc. 2. Possible solutions to identified problems.	Guides the discussion.	Participate in the discussion.	Illustrative charts.	Students to: 1. state ten problems of agricultural development in Nigerian. 2. state five 5 importance of agricultural science to the Nigerian economy.

AGRICULTURAL SCIENCE
SS I
FIRST TERM

THEME: BASIC CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Meaning and Differences between subsistence and commercial Agriculture.	Students should be able to: 1. explain the meaning of subsistence and commercial agriculture. 2. differences between subsistence and commercial agriculture based on their characteristics. 3. advantages and disadvantages of subsistence and commercial agriculture. 4. problems of subsistence and commercial agriculture.	1. Meaning of subsistence and commercial agriculture. 2. Differences between subsistence and commercial agriculture based on their characteristics. 3. Advantage and disadvantages of subsistence and commercial agriculture. 4. Problems of subsistence and commercial agriculture.	1. Discusses the meaning and differences between subsistence and commercial agriculture. 2. States the advantages and disadvantages commercial agriculture. 3. Lists the problems of subsistence and commercial agriculture.	Participate in the discussion.	Visit to commercial farms and small holder farms in the locality.	Students to: 1. explain the meaning of subsistence and commercial agriculture. 2. highlight the differences between the two.
4	Role of Government in Agricultural Development.	Students should be able to: 1. state the roles of Government in Agricultural Development. 2. explain a. Agricultural policy b. Agricultural programme. 3. discuss past and present Agricultural programmes and policies of Government.	Roles of Government in Agricultural Development - Agricultural finance, credit subsidy - Agricultural Education - Agricultural extension and services - Agricultural policies and programmes review of past and present e.g. OFN, ADP etc.	1. Discussions on Nigerian Agricultural policies and programmes past and present. 2. Takes students to visit ADP's.	Active participation of students in the discussion on Nigerian agricultural policies and programmes.	Give the students a copy of the Nigerian Agricultural policy and flyers of some agricultural programmes and projects.	Students to: 1. mention five agricultural policies and programmes. 2. discuss any two 2 agricultural programmes of Government.

AGRICULTURAL SCIENCE
SS I
FIRST TERM

THEME: BASIC CONCEPTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Role of non-Governmental Organization in Agricultural Development.	Students should be able to: explain meaning and importance of non-Governmental Organization in Agricultural Development.	1. Meaning of non-Governmental Organization NGOs 2. Roles of NGOs in Agricultural Development e.g. - capacity building - extension services	1. Explains the meaning and importance of NGOs with examples local, national and international. 2. Discusses the roles of NGOs in Agricultural Development.	To further give expected roles of NOGs in Agricultural Development.	Visit to NGOs on agricultural programmes in the locality.	Students to: 1. give two 2 examples of NOGs. 2. mention five roles of NGOs in Agriculture.
6	Agricultural laws and reforms.	Students should be able to: 1. list and explain the land tenure system in Nigeria. 2. explain the land use decree of 1978 and its characteristic features. 3. list the advantages and disadvantages of the land use decree.	1. Land tenure system in Nigeria. 2. The land use decree of 1978 and its implications for agricultural development. 3. Advantages and disadvantages of land use decree in Nigeria.	Discussion and expository.	Comments on the Nigerian land use decree of 1978 and its implications for agricultural development.	Copy of the Nigerian land use Acts of 1978.	Students to: 1. give example of the land tenure system in their locality. 2. discuss problem associated with land use decree of 1978.

AGRICULTURAL SCIENCE
SS I
FIRST TERM

THEME 2: AGRICULTURAL ECOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Meaning and importance of Agricultural Ecology.	Students should be able to: 1. define agricultural ecology and ecosystem. 2. state four components of farm ecosystem. 3. discuss how farm crops\animals interact with other organisms and non living things under different farm settings.	1. Meaning of Agricultural ecology and ecosystem. 2. Components of farm ecosystem e.g. Biotic, abiotic, autotrophism and heterotrophism. 3. Interactions of the components in the terrestrial and aquatic agro-ecosystem. - mono or sole cropping system. - mixed cropping system. - mixed farming system. - fish ponds. - forest rain forest or savanna.	1. Takes students out to a natural farm setting. 2. Explains the key concept. 3. Guides discussion on the relationships between organisms of interest plant, animals and other organisms or non organisms. 4. Groups students for out of class study of different farm settings.	1. Listen and interact with the environment. 2. Undertake group work and produce reports.	Natural farm settings, pond and forest set up.	Students to: 1. state the meaning of agricultural ecology and ecosystem. 2. what are the components of a farm ecosystem. 3. identify at least three 3 farm setting and discuss how farm crops/animals interact with other components of the ecosystem.
8	Land and its uses	Students should be able to: 1. state the meaning of land. 2. state the characteristics of land. 3. mention the use of land.	1. Meaning of land. 2. Characteristics of land - free gift of nature, immobile, limited in supply etc 3. Uses of land: - agricultural purposes - crop production - wild life conservation - game reserves - livestock production etc. 4. Non- Agricultural purpose: - industry - housing - transportation etc.	Guides the discussion.	Participate in the discussion.	Charts	Students to: list four 4 agricultural and non-agricultural uses of land.

AGRICULTURAL SCIENCE
SS I
FIRST TERM

THEME 2: AGRICULTURAL ECOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Factors affecting land availability for agricultural purposes.	Students should be able to: 1. list agro-base industries. 2. state raw materials used in each industry. 3. state relationship between agriculture and industry.	Factors affecting land availability for agricultural purposes - land tenure system - population pressure - soil type and topography etc.	1. Guides class discussion. 2. Displays some industrial products.	Participate in the class discussion.	Charts and pictures.	Students to: list and explain five factors affecting land availability for agricultural purposes.
10	Agro-Allied industries and relationship between agriculture and industry.	Students should be able to: 1. list agro-based industries. 2. state raw materials used in each industry. 3. state relationship between agriculture and industry.	1. Agro-based industries and raw materials: - paper industry pulpwood - beverage industry cocoa, tea etc. - textile industry cotton. - soap industry -oil seeds etc. 2. Relationship between agriculture and industries: - agriculture provides market for industrial products e.g. Farm machinery, chemicals. - agriculture provides food for industrial worker etc.	1. Guides class discussion. 2. Displays some industrial products.	Participate in the class discussion.	1. Industrial products like fertilizers, beverages. 2. Agricultural products like cocoa, cotton etc.	Students to: state five relationships between agriculture and industries in terms of agricultural raw materials and industrial products.
11	REVISION						
12	EXAMINATION						

AGRICULTURAL SCIENCE
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Environmental factors affecting Agricultural production.	Students should be able to: 1. state the environmental factor that affects agricultural productivity. 2. explain inter-relationship among living things.	1. Environmental factors affecting crops and animals production a. climate factors e.g. rainfall, temperature, light, wind etc b. biotic factors e.g. predators, parasites, soil micro organisms etc interrelationship such as competition, parasitism symbiosis etc c. edaphic factors – soil Ph, soil texture, soil structure, soil type etc	1. Guides class discussion. 2. Guides students in practical activity such as soil test for acidity, effects of water on plants etc	1. Participate in the class discussion. 2. Grow plants under different conditions of moisture and light for comparison purpose.	Charts and diagrams showing ecto parasite and endo parasite. - Real organisms of ecto and endo parasites.	Students to: 1. state three major environmental factors affecting agricultural production in Nigeria. 2. discuss four climatic factors that affect Agricultural production.
2	Soil formation	Students should be able to: 1. describe processes of rock formation. 2. identify types of rocks.	1. Processes of rock formation. 2. Types of rock - igneous - sedimentary - metamorphic	Guides class discussion on identification of rocks.	1. Participate in class discussion. 2. Observe and identify different types of rocks.	1. Laboratory. 2. Chart and pictures of different types of rock. 3. Field trip to rocky areas.	Students to: 1. mention different types of rock. 2. describe the processes of rock formation.
3	Soil formation and profile development.	Students should be able to: 1. list factors of soil formation. 2. describe the effect of these factors on soil formation e.g. weathering process.	1. Factor of soil formation the parent rock, organisms, climate, topography and time. 2. Outline of soil formation process e.g. Weathering process.	Displays soil profile diagram, conducts students to existing soil profile.	Examine soil and profile.	1. Diagram of soil profile. 2. Dug or existing soil profile.	Students to: 1. state factors of soil formation. 2. explain the following processes of rock weathering a. physical b. biological c. chemical

AGRICULTURAL SCIENCE
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Soil profile development.	Students should be able to: 1. make a sketch of a soil profile. 2. discuss the basic principles of soil classification.	1. Soil profile development. 2. The basic principles of soil classification.	Guides class discussion on basic principles of soil classification.	Participate in class discussion.	Diagram of soil profile.	Students to: 1. draw and label a typical soil profile. 2. state principles of soil classification.
5	Types, composition and properties of soil I	Students should be able to: 1. recognize the different types of soil. 2. name the chemical element in the soil that constitutes plant nutrients.	1. Types of soil. 2. Chemical or mineral matter such as clay, sand and silt.	1. Displays soil samples e.g. Loamy, sandy and clayey 2. Conducts laboratory experiment to determine these soil samples e.g. Sedimentation.	1. Examine the soil samples and determine their physical characteristics.	Soil sample, measuring cylinders, water etc	Students to: 1. mention types of soil. 2. state major composition of soil. 3. conduct laboratory experiment to determine any one of the component mentioned.
6	Types, composition and properties of soil I	Students should be able to: 1. name soil microbes and other soil inhabiting organisms. 2. determine the Ph of different soil types.	1. Soil Ph 2. Physical properties of soil - soil texture - soil structure 3. Soil classification system.	1. Displays soil samples e.g. Loamy, sandy and clayey. 2. Conducts laboratory experiment to determine water, living organisms and composition of the soil. 3. Conducts soil Ph.	Carry out laboratory experiment as directed.	1. Soil sample 2. Soil organisms 3. Ph meter 4. Litmus paper	Students to: 1. discuss biological and chemical properties of soil. 2. how will you determine physical properties of soil e.g. Soil texture Soil structure Soil air etc. 3. determine Ph of any tow types.

AGRICULTURAL SCIENCE
S.S I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Simple farm tools Uses and maintenance I	Students should be able to: 1. explain the meaning of simple farm tools. 2. identify various types of simple farm tools and accessory tools.	1. Meaning of simple farm tools. 2. Types of simple farm tools – cutlass, hoe spade, shovel etc 3. Identification and description of each of the tools.	1. Displays different types of simple farm tools and accessory tools 2. Discusses simple farm tools with regard to identify and description.	Identify the various simple farm tools.	Different types of farm tools Local tools Fabrication workshops	Students to: 1. identify ten farm tools. 2. describe five of the identified farm tools.
8	Simple farm tools Uses and maintenance II	Students should be able to: 1. state the uses of farm tools identified. 2. state the general maintenance of simple farm tools.	1. The uses of simple farm tools. 2. General maintenance of simple farm tools.	Discusses simple farm tools with regard to their uses and maintenance.	Participate in the discussion and practice the uses in the school farm.	Different types of farm tools. School farm.	1. state the uses of some farm tools. 2. outline the maintenance practices.
9	Farm machinery and implements I	Students should be able to: 1. define farm machinery. 2. recognise the different types of farm machines. 3. list and explain the uses of the different types of farm machinery.	Farm machinery: - tractor - bulldozer - shellers - dryers - incubators - milking machines etc	Visits to Agro service centres with students or mechanized farm to: -identifies farm machines. -discusses the uses of the farm machines.	1. Identification of farm machines and equipment. 2. Active participation in the discussion.	Farm machines and equipment in an Agro service centre.	Students to: 1. explain the meaning of farm machinery. 2. mention five types of farm machine. 3. state three uses of each of the farm machines mentioned above.
10	Farm machinery and implements II	Students should be able to: 1. recognise the major parts of tractor coupled implements. 2. state their functions.	Tractor coupled implements: - ploughs - harrows - planters - harvesters - sprayers, etc	1. Identifies the parts of tractor coupled implements. 2. Discusses the functions of the parts.	Participate in the discussion.	Diagram or chart showing the tractor coupled implements Plough, harrow, planter etc.	Students to: 1. draw and label disc plough. 2. state the functions of the label parts.
11	REVISION						
12	EXAMINATION						

AGRICULTURAL SCIENCE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Maintenance practices and precautionary measures	Students should be able to: 1. state reasons why farm machines should be maintained. 2. practice maintenance work on the farm machines.	1. Reasons for maintaining farm machines. 2. Maintenance of farm machinery - check water and oil level regularly - carry out routine service - keep the machine clean etc	1. Guides class discussion. 2. Involves students on maintenance practices and supervises them.	1. Participate actively in class discussion. 2. Carry out maintenance practices on farm machines available in the school.	1. Functional and non functional machines.	Students to: 1. explain five ways of maintaining farm machines. 2. state four reasons why farm machinery should be maintained.
2	Problems of Agricultural mechanization.	Students should be able to: 1. state the meaning of agricultural mechanization. 2. list advantages and disadvantages of agricultural mechanization. 3. state limitation of agricultural mechanization.	1. Meaning of agricultural mechanization. 2. Mechanized agricultural operations. 3. Advantages of agricultural mechanization e.g. increased productivity, reduced drudgery, timeliness of operation etc. 4. Disadvantages of agricultural mechanization e.g. displacement of workers, destruction of soil structure, environmental pollution etc 5. Limitation of farm mechanization - economic limitations - technical knowhow etc.	1. Guides class discussion. 2. Guides students during visit to mechanized farm or agro service centres.	1. Participate actively in class discussion. 2. Visit to mechanize farm or agro service centres. 3. Observe the use of farm power and machinery.	Mechanized farm site, agro service centres, charts, pictures showing these machines.	Students to: 1. state the meaning of farm mechanization. 2. list four advantages of farm mechanization. 3. list four disadvantages of farm mechanization. 4. state four factors limiting farm mechanization in Nigeria.
3	Prospects of agricultural mechanization.	Students should be able to: identify possible ways of improving agriculture through mechanization.	Possible ways of improving agricultural mechanization - developing less expensive machines. - establishing agricultural engineering school for personal and fabricate simple machines etc.	1. Guides class discussion. 2. Invites guest lecturer.	1. Participate actively in the class discussion. 2. Listen attentively to the guest lecturer and ask questions.	Instructional resource guest lecturer.	Students to: state three possible ways of improving agriculture through farm mechanization.

AGRICULTURAL SCIENCE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Sources of farm power.	Students should be able to: 1. list the different sources of farm power. 2. state the advantages and disadvantage of each type.	1. Source of farm power - human, animal, mechanical, electrical, solar, wind, water 2. Advantages and disadvantages of each type.	Guides class discussion.	1. Participate actively in the class discussion. 2. Visit to nearby farm.	1. Picture and chart of source. 2. Nearby farm to identify sources of power.	Students to: 1. list five sources of farm power. 2. state the advantages and disadvantages of the listed sources of farm power.
5	Classification of crops.	Students should be able to: classify crops based on - uses - life cycle - morphology	1. Classification of crops based on their use Cereals, pulses, roots and tubers, vegetables. 2. Classification based on their life cycle. Annual, biannual, perennial, ephemeral. 3. Classification based on their morphology and dicotyledonous crops.	Displays collection of crop seeds, fruits or leaves.	Observe and note the differences and group that each belongs.	Crop seeds, fruits and leaves.	Students to: identify and classify crops based on uses, life cycle and morphology.
6	Husbandry of selected crops I	Students should be able to: 1. state major crop husbandry practices. 2. grow at least one representative crop from a. cereals b. pulses grain, legumes.	1. Botanical name and local or common names of the crop 2. Varieties or types 3. Climatic and soil requirement 4. Land preparation 5. Methods of propagation, planting date, seed rate, spacing, sowing depth and cultural practices, supply, thinning, manuring and fertilizer applications, weeding, pests and diseases 6. Harvesting, processing and storage of the selected crops.	Supervises cultivation of crops suited to local environment.	Cultivation of crops and keeping of appropriate farm records.	1. School farm 2. Farm inputs	Students to: 1. list major husbandry practices. 2. carry out approved husbandry practices leading to the production of at least one representative from each group crops. 3. prepare and present records of farm activities involved in growing chosen crops.

AGRICULTURAL SCIENCE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Husbandry of selected crops II	Students should be able to: 1. state major crops husbandry practices. 2. grow at least one crop from a. roots and tubers b. vegetables and fruits.	1. Botanical name and local or common names of the crop 2. Varieties or types 3. Climatic and soil requirement 4. Land preparation 5. Methods of propagation, planting date, seed rate, spacing, sowing depth and cultural practices, supply, thinning, manuring and fertilizer applications, weeding, pests and diseases 6. Harvesting, processing and storage of the selected crops.	Supervises cultivation of crops suited to local environment.	Cultivation of crops and keeping of appropriate farm records.	1. School farm 2. Farm inputs	Students to: 1. list major husbandry practices. 2. carry out approved husbandry practices leading to the production of at least one representative from each group crops. 3. prepare and present records of farm activities involved in growing chosen crops.
8	Husbandry of selected crops III	Students should be able to: 1. state major crops husbandry practices. 2. grow at least one representative crop from each of - beverages and spices - oil, latex and fibre.	1. Botanical name and local or common names of the crop 2. Varieties or types 3. Climatic and soil requirement 4. Land preparation 5. Methods of propagation, planting date, seed rate, spacing, sowing depth and cultural practices, supply, thinning, manuring and fertilizer applications, weeding, pests and diseases 6. Harvesting, processing and storage of the selected crops.	1. Supervises cultivation of crops suited to local environment. 2. Visit to an established plantation of selected crops.	1. Cultivation of crops and keeping of appropriate farm records. 2. Excursion to any of the crop research institutes such as NIFOR, RRIN, CRIN.	1. School farm 2. Farm input 3. Research institutes.	Students to: 1. list major husbandry practices. 2. carry out approved husbandry practices leading to the production of at least one representative from each group crops. 3. prepare and present records of farm activities involved in growing chosen crops.

AGRICULTURAL SCIENCE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Pasture and forage crops I	Students should be able to: 1. explain the meaning of pasture and forage crops. 2. state uses of forage crops.	1. Meaning of pasture and forage crops. 2. Uses of forage crops. 3. Types of pasture crops: - natural pasture - artificial pasture and their characteristic. 3. List types of pasture and characteristics of such type.	Supervises the students to 1. Prepare forage crops album 2. Visit livestock farm.	Preparation of forage crop album as group work.	Visit to livestock farm and ranch.	Students to: 1. state the botanical names of the following forage crops stylo, calwpo etc 2. mention four problems associated with pasture distributions and establishment. 3. list four management practices in pasture.
10	Pasture and forage crops II	Students should be able to: 1. identify the main pasture grasses and legume, species in Nigeria. 2. identify the factors affecting their distribution and establishment and management.	1. Common grasses and legumes used for grazing Livestock their botanical names and characteristics of some of them. 2. Factors affecting the distribution and productivity of pasture. 3. Establishment of pasture. 4. Management practices of pasture.	Supervises the students to 1. Prepare forage crops album 2. Visit livestock farm.	1. Preparation of forage crop album as group work.	1. Visit to livestock farm and ranch.	Students to: 1. state the botanical names of the following forage crops stylo, calwpo etc 2. mention four problems associated with pasture distributions and establishment. 3. list four management practices in pasture.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Jesus as the I am the door and good shepherd	Students should be able to: 1. point out Jesus as the lamb 2. features of a lamb e.g I. meekness ii. patience iii. gentleness iv. obedience	Jesus as the lamb Jn. 1:29-34.	1. Guides students to read the bible passage. 2. Leads discussion on the features of a lamb.	1. Read the bible 2. Participate in class discussion. 3. Ask and answer questions. 4. Copy chalkboard summary.	The holy bible	Students to: 1. identify Jesus as a lamb. 2. list the features of a lamb.
		Students should be able to: 1. identify Jesus as the good shepherd and the door 2. the qualities of a good shepherd 3. the difference between a good shepherd and a hireling 4. the function of the door	Jesus as a. a. Door and good shepherd. Jn 10:1-18.	1. Discussion on the function of a good shepherd. 2. Explain the significance of Jesus a good shepherd.	Ask and answer questions.	Picture of a shepherd and his flock. Picture of a door.	Students to: 1. discuss the function of the door and good shepherd. 2. state the difference between a good shepherd and hireling.
2	Jesus as the living bread and water	Students should be able to: 1. identify Jesus as the living bread and water. 2. explain the significance of the two concepts.	Jesus as the living bread and water. Jn. 4:7-215, Jn. 6:25-40.	Guides students to read the bible and state the significance of Jesus as bread and water.	1. Read the bible references. 2. Discuss the importance of food and water for human existence.	The holy Bible, the student themselves as resource material demonstrate importance of food and water.	Students to: 1. explain the significance of Jesus as the living water and bread. 2. mention three values necessary for growth and happiness.
		Students should be able to: 1. enumerate values besides food and water that are necessary for growth and happiness. 2. list the spiritual food and water Christians should take and find happiness and be happy.	Values beside food and water that are necessary for growth.	Leads the discussion on the values beside food and water.	Copy notes from the chalk board.	Food and water. The holy bible.	Students to: 1. mention other values necessary for growth besides food and water. 2. explain the spiritual food and water Christian should take to make him/her happy.

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Jesus the true vine	Students should be able to: 1. explain the meaning of true vine and God the vine dresser. 2. identify what the vine represent and who are the branches. 3. discuss the spiritual meaning of the vine and the branches.	Jesus as the true vine and God the vine dresser. Jn. 15:1-8.	Reads the passage of the bible and explain.	Listen carefully and ask question.	1. the Holy bible 2. Life tree	Students to: 1. narrate the story of the true vine. 2. state the spiritual relationship between the vine and the dresser.
		Students should be able to: 1. state the importance of fruit bearing. 2. types of fruit to bear as Christians. 3. list the benefits of abiding in Christ.	1. Importance of fruit bearing 2. Benefits of abiding in Christ	Explains the importance of bearing fruit and the benefits of abiding in Christ.	1. Participate in the discussion. 2. Ask questions 3. Copy points in their note.	The Holy Bible	Students to: 1. explain the importance of fruit bear. 2. state the benefits of abiding in Christ.
4	Jesus is the light of the world	Student should be able to: 1. recognize Jesus as the light of the world. 2. indicate the consequences of walking in darkness.	1. Jesus as the light of the world. Jn. 3:19, Jn. 8:12, Jn. 9:4-5. 2. Walking in the light. Jn. 12:35-36.			1. Charcoal 2. Board 3. Torchlight	Students to: 1. discuss how Jesus as the light of the world. 2. state three consequences of not walking in the light of God.

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
		Students should be able to: 1. state the difference function of light. 2. identify some social vices as walking in darkness.	1. Consequences of walking in the darkness. 2. Social vices as evidence of walking in darkness e.g cultism, examination mal-practice.	Leads student to discuss their experiences when they walk in darkness. 2. Leads discussion on the consequences of walking in darkness.	1. State the differences between light and darkness. 2. Discussion of life outside Christ.	1. Songs e.g it is a great thing to walk in the light. 2. Jesus is the light of God.	Students to: mention the differences and functions of light.
5	God's love for man	Students should be able to: 1. explain the meaning of love. 2. identify various types of love. 3. explain each type as it relates to human beings. 4. recognize the extent of God's love for human being.	1. Meaning and types of love. 2. Demonstration of God's love to human being. Jn. 3:16-18, Hosea 1-4.	1. Discusses the meaning of love to the student. 2. Explains the different types of love with emphasis on unconditional love. 3. Discusses the final demonstration of God's love.	1. Listen and participate in the discussion. Ask and answer question. 2. Ask and answer question.	1. The Holy Bible 2. Students to dramatize love of parents to their children. 3. The Holy Bible	Students to: 1. explain the meaning of love. 2. mention different types of love. 3. explain one type of love. 4. explain how God demonstrated his love to human being. 5. narrate the story of Hosea and Comer.
		Students should be able to: 1. explain the need for human beings to respond to God's love.	Need for human being to respond to God's love.	1. Explains the need for God's love. 2. Explains the significance of man's response to God's love.	1. Listen carefully 2. Ask and answer questions	1. The Holy Bible 2. Picture of some body praying in the church	Students to: 1. state two benefits derived in responding to God's love, point out two punishments derived in not responding to God's love. 2. mention ways man can respond to God's love.

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Love for one another	Students should be able to: 1. recognize that no one can claim to love God without loving his brothers and sisters. 2. explain how to love one another. 3. benefits of loving one another. 4. list the qualities of love, meek, kind, gentle, humility, no fear, not envy.	1. Ways to demonstrate love for one another 1 Jn. 4:7-8, Jn. 3:17-18. 2. Qualities of love. 1 st Cor. 13:1-13.	1. Explains who hates others can not claim to know God. 2. Guides students to read the references in the bible. 3. Explains the qualities of love.	1. Listen carefully. 2. Read the bible passages. 3. Participate in class discussion.	1. The Holy Bible 2. Use of gist items	Students to: 1. discuss what it means to know God. 2. state the benefits of loving one another, state five qualities of love.
		Students should be able to: 1. relate the story of John's love for one another. 2. state the statement of Jn. 15:13. 3. state the supremacy of love over other gifts 4. list some other gifts in the Bible.	1. John's message of love for one another. J. 3:34-35, Jn. 15:12-13, 1 st Jn. 4:7-21. 2. Supremacy of love 1 st Cor. 13:1-13.	1. Explains the bible references and point out some important points. 2. Explains the supremacy of love over their gifts. 3. How love saved mankind.	1. Listen and take down notes. 2. Read the bible passages. 3. Read the bible passages.	The Holy Bible	Students to: 1. explain how God showed his love to us according to St. John gospel. 2. state the supremacy of love other gifts. 3. list some other gift from the bible passage.

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Justification by faith	At the end of the lesson, students should be able to: 1. state the meaning of the word justification. 2. discuss condition necessary for justification. 3. explain that works and law do not justify anybody.	1. Meaning and need for justification. Rm. 3:23, Gal. 3:19-2. 2. Works and law do not justify anybody. Rm. 4:1-5, Gal. 2:16-21.	1. Explains the meaning of justification and as used in the passage. 2. Discusses conditions necessary for justification. 3. Explains that works and law do not justify anybody.	1. Listen and ask questions. 2. Read the bible passages. 3. Narrate Paul at Damascus experience on how Jesus met him on the way. 4. Put down points in their books.	1. The Holy Bible. 2. Picture of Abraham the father of faith .	Students to: 1. explain the meaning of justification. 2. discuss condition for justification. 3. narrate the story of Abraham when he was to offer Isaac to God.
		Students should be able to: 1. discuss condition necessary for justification. 2. explain the points of justification. 3. list the fruits of justification according to the book of Gal. 2:19-21, Gal. 5:22.	1. Faith in Jesus Christ as condition for justification. Rm. 1:16-17, Rm. 4:1-5 2. Fruits of justification. Gal. 2:19-21. 3. Faith as the condition for justification. Rm. 10:16-21., Gal. 2:16-22., Rm. 1:16-17, Rm. 4:1-5	1. Guides students in the bible reading 2. Explain condition necessary for justification 3. Explains fruits of justification 4. Lists the fruit of justification according to the bible.	1. Participate in class discussion. 2. Listen and ask question. 3. Write down the point in their note book.	The Holy Bible	Students to: 1. explains the condition necessary for justification. 2. state what we mean by faith. 3. what are the fruits of justification. 4. mention five fruits of justification.

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Law and grace	Students should be able to: 1. explain the meaning of law and Grace 2. discuss the significance and implications of law and grace. 3 respect the law of the land as well as accept the grace of God. 4. explain the differences between law and grace. 5. enumerate the purpose and significance of law and grace.	1. Law and grace Gal. 3:10-14, Rm. 4:13-25, Rm. 5:18-21. 2. Difference between law and grace Rm. Rm. 3:14-21, Rm. 4:13-25, Rm 5:18-21, Gal. 2:15-21. 3. Purpose and significance of law and grace.	1. Guides students to read the bible passages 2. Explains the meaning of law and grace. 3. Discusses the significance and implication of law and grace guides the students to understand the need to honour God's law. 4. Explains the place of grace in our lives.	1. Participate in class discussion. 2. Read the bible passages. 3. Ask and answer questions. 4. Put down points in their book.	The Holy Bible	Students to: 1. discuss the significance and implications of law and grace. 2. write out the differences between law and grace. 3. list the purposes and significance of law and grace.

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	New life in Christ	Students should be able to: 1. describe the nature of the old life. 2. state the danger of living the old life. 3. recognize the need for change. i. explain the meaning of new life. ii. describe the characteristics of the new life in Christ. 4. state the joy of living a new life.	1. Meaning of old life and characteristics of old life. Gal. 5:19-21, Col. 3:5-7, e.g fornication, cultism, idolatry, anger, selfishness, strife, homosexuality, lesbianism, fraud, injustices, bribery, tax evasion etc. 2. Meaning and characteristic of new life e.g love, humility, patience, tolerance, justice, patriotism, respect for handwork and constitutional quality.	1. Explains the term old life. 2. Asks the student to list characteristics of the old life. 3. Explains the danger of living the old life. 4. Explains the meaning of new life. 5. Lists the characteristics of new life in Christ. 6. States the benefits in living a new life in Christ.	1. Asks questions and answer. 2. Copy points in their note book. 3. State role played by drug addict who have received Christ. 4. Copy note on the chalkboard.	1. The Holy Bible 2. Picture of successfully/God fearing men and women in their society. 3. The Holy Bible	Students to: 1. mention the nature of the old life. 2. state the danger of living an old life. 3. discuss the importance of living the new life in Christ. 4. state the characteristics of the old and new life respectively.
		Students should be able to: 1. recognize the need for change. 2. explain the benefits for the change of old life to new life. 3. recognize the need to stick to the new life. 4. list the nature of new life. 5. mention some benefits in sticking to new life.	1. Need for change Rm. 6: 1-4, Rm. 15:18-19 2. Need to stick to new life. Col. 3:1-6, Rm 7:46.	- Explains the need for a change. - Mention some benefits for a change. - Guides students to read the bible references. - Explains the need to stick to the new life - Guides students to list from the bible the characteristics of new life in Christ.	1. Read the Bible 2. Ask questions 3. Put down points in their book 4. Listen carefully	The Holy Bible	Students to: 1. list the qualities of a change life. 2. what are the benefits one gets for a changed life? 3. explain the need to stick to new life in Christ.

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	New life in Christ (continue)	Students should be able to: 1. explain the meaning of humility. 2. explain what Paul wrote to the Philippians concerning humility. 3. discuss the need to humble ourselves.	Paul's letter to the Philippians on humility. Phil. 2:1-11.	1. Explains what it is to humble one self. 2. Benefits of humility. 3. Explains the danger of being proud.	1. Read the bible passage. 2. Ask questions 3. Put down point in their note books.	The Holy Bible	Students to: 1. discuss the importance of humility. 2. explain the advice Paul gave to Philippians on humility.
		Student should be able to: 1. study the old lives of Paul, Nicodemus and Matthew the tax collector. 2. examine their new lives respectively. 3. discuss the necessity for a change.	Paul, Nicodemus and Matthew as a case study of living a new life. Acts 7:1-31, Jn. 3:1-15, matt. :9-13.	1. Explains the old life of Paul as a persecutor, Nicodemus at night and Matthew. 2. Explains their new lives.	1. Read the bible passage. 2. Ask questions 3. Put down point in their note books.	The Holy Bible	Students to: 1. discuss the importance of humility. 2. explain the lives of Paul, Nicodemus and Matthew .

CHRISTIAN RELIGIOUS STUDIES
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
		Students should be able to: 1. explain the teaching of apostle Paul to the Colossian. 2. explain the need to seek the things above since they have been raised with Christ. 3. discuss the need to put away the old life of impurity eg. Fornication, evil desire, greed, idolatry etc.	Paul's teaching to Colossians on living a new life in Christ. Col. 3:1-17.	1. Explains the need to seek the thing above. 2. Explains the need to put on a new life in Christ. 3. Guides students to read the bible passages.	1. Read the bible passages. 2. Participate in class discussion. 3. Dramatize the story of a person who lived an old life before accepting Jesus and now living a new life in Christ.	1. The Holy Bible. 2. The picture of Paul as a preacher.	Students to: 1. discuss the importance of living the new life. 2. list the qualities of a changed life.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Son ship	Students should be able to: 1. explain what the son of God means in the passage. 2. state some proves that Jesus is the Son of God.	Jesus Christ the Son of God. Rm. 8:3, 17, 32.	1. Explains the passage read. 2. Explains that all believers are Sons and daughters of God. 3. Asks student to read the passage.	1. Read the passage. 2. Listen attentively. 3. Jot down points on their note.	The Holy Bible	Students to: 1. identify Jesus as the son of god. 2. mention two occasions to prove that Jesus is the Son of God.
		Students should be able to: 1. recognize that all men are children of God. 2. qualities that make all men to be sons of God. 3. identify the sons of god from the sons of Satan.	Christians are also children of God. Rm. 8:1-39, Gal. 3:25-29, Gal. 4:6-7, Eph. 1:5.	1. Explain that all believers are sons and daughters of God through faith in Christ. 2. Guides the student to read the bible.	1. Read the bible. 2. Listen and put down points in their notebook.	1. Who are the children of God? 2. What qualifies one to be a child of God? 3. How do you identify children of God from children of Satan.	Students to: 1. recognize that all men are children of God. 2. qualities that make all men to be sons of God.
2.	Qualities of the children of God, e.g love, peace, humility, gentleness, long sufferings, bearing one another burden, meekness	Students should be able to: 1. enumerate the qualities of the children of God 2. state what can be done to sustain these qualities 3. discuss the benefits of having these qualities	Qualities of the children of God e.g love, peace, humility, gentleness, longsuffering, bearing one another burden, meekness etc.		1. Read the bible passage. 2. Ask and answer questions. 3. Put down points in their notebook.	The Holy Bible	Students to: list the qualities of children of God and that of Satan.

CHRISTIAN RELIGIOUS STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
		Students should be able to: 1. explain the meaning of rights and responsibilities. 2. list the right of children of God e.g Right to live, enjoy good health, education, good job.	Rights and responsibility of children of God.	1. Explain the right and responsibilities of the children of God. 2. Put the points on the chalk board, 3. Ask student to read the passage.	1. Listen carefully. 2. Ask and answer question. 3. Put down points in their note.	The Holy Bible	Students to: what are the rights and responsibilities of children of God?
3	Son ship (continue)	Students should be able to: 1. explain their duties to the government as Nigerian citizens. 2. list the duties on the chalkboard; obedience to the government, to maintain government properties well. Keep law and orders. 3. discuss that disobedience to the government will lead to indiscipline.	Duties of Nigeria citizen to the government.	1. State the duties of Nigerian citizen to the government. 2. List the duties on the board. 3. Leads discussion on the duties of Nigerian citizens.	1. Participate in the discussion. 2. Listen and ask questions . 3. Jot down points in their notebooks.	1. The Holy Bible 2. Students themselves as Nigeria citizens.	Students to: 1. state the rights and privileges you should enjoy as a citizen of Nigeria. 2. explain the duties of Nigeria citizen to the government. 3. list some duties of Nigeria citizen to the government.

CHRISTIAN RELIGIOUS STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Faith and works	Students should be able to: 1. explain the concept of faith as a requirement for pleasing God. 2. discuss the concept of works as used in James 2:14-26. 3. recognize that genuine faith manifested by work.	1. Salvation is by faith alone not by works (good deeds) Gal. 1:14, Eph. 2:8, Heb. 11:1-5,6. 2. Genuine saving faith manifests itself through works. James 2:14-26.	1. Guides students to study the bible passage 2. Leads students in faith/works interrelationship.	1. Read all prescribed bible passages. 2. Discuss how faith and works are interrelated.	Video clips of the rich young ruler in Lk. 18:18-27.	Students to: 1. explain the term faith and works in context. 2. state the fulfilling of faith without works and works without faith. 3. list the good works that demonstrate Christian faith.
5.	Faith and works (Continue)	Students should be able to: 1. state the procedure for salvation. 2. explain the meaning of salvation. 3. narrate the story of the three Hebrew men in the bible.	1. Meaning of salvation. 2. The procedure in which man can obtain salvation. 3. Men in the bible that demonstrated strong faith e.g Daniel, the three Hebrew men. Caleb and Joshua, Abraham. 4. The benefits of the faith of Daniel, Joshua, Abraham and the three Hebrew men.	1. Leads students to know what salvation entails. 2. Discusses how one can obtain salvation. 3. Identifies the activities of the three Hebrew men in the bible.	1. Discuss the meaning of salvation. 2. State how one can obtain salvation. 3. Narrate the story of Joshua and Caleb.	1. Video clip of the three Hebrew men in flame of fir. 2. Picture of Daniel in a lion den.	Students to: 1. state the meaning of salvation. 2. what procedure can man pass through to obtain salvation . 3. name the three Hebrew men through into the flame of fire.

CHRISTIAN RELIGIOUS STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	The fruit of the spirit	Student should be able to: 1. state the definition of fruit as in the context. 2. distinguish between the fruit of the spirit and that of the flesh. 3. identify whether their conduct is in consonance with the fruit of the spirit or the fruit of the flesh.	1. Definition of fruit as in the context 2. the fruit of the flesh Gal. 5:1-21 3. the fruit of the spirit Gal. 22-25 4. How to bear the fruit of the spirit. Acts. 2:38. Rm. 10:9-10	Explains every word on the charts of fruit bearing trees leads students to examine themselves in the light both the fruit of the spirit and the fruit of the flesh.	1. Learn the meaning of every fruits of the spirit. 2. Discuss some conduct prevalent among their peer group. 3. Discuss how to walk in the spirit. Gal. 5:16. 4. Memorize and recite Gal. 5:19-23.	1. Two charts of fruit bearing trees. 2. One as fruit of the flesh. 3. The other as fruit of the spirit.	Students to: 1. distinguish between godly spirits and ungodly spirit (flesh). 2. recite Gal. 5:22-23.
7.	Spiritual gifts I	Student should be able to: 1. identify at least seven spiritual gifts. 2. state the values and uses of spiritual gifts. 3. identify and explain four reason why the church as a body should maximize individual talent to enrich its corporate existence.	1. Definitions - Spiritual gifts - Talents ICor. 12:4-8, Eph. 4:11-13 2. Distribution of spiritual gift. Cor. 12:7-11. 3. Differentiate between spiritual gifts and talents. 1 Cor. 12:7, 11; Eph. 4:1-end.	1. Guides students to read all bible passages. 2. Leads class discussion. 3. Gives assignment on effective use of spiritual gifts in the church .	1. Participate in discussion on similarities and differences between talents and spiritual gifts. 2. Identify their own spiritual gifts.	1. Many examples in the Acts of the Apostles. 2. Common exercise of spiritual gifts in the church today.	Students to: 1. identify seven spiritual fits. 2. state the purpose of spiritual gifts. 3. indicate where wrong emphasis is placed on a particular gift.

CHRISTIAN RELIGIOUS STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Spiritual gifts II	Students should be able to: 1. identify where wrong emphasis is placed on certain spiritual gifts. 2. differentiate between spiritual gifts and talents. 3. identify and exercise their own spiritual gifts.	1. Spiritual gifts, Romans 12:6-8, I Cor. 12:28, Eph. 4:11. 2. Hierarchy of spiritual gifts, 1Cor. 12:28, 31, 14:1-5. 3. How to identify and exercise their own spiritual gifts.	1. Gives reading assignment to students. 2. Leads class discussions. 3. Guides students to differentiate between spiritual gift and talents.	1. Participate in class discussion. 2. List effective use of spiritual gift in the church.	A chart illustrating the spiritual gifts.	Student to: 1. describe their own spiritual gifts. 2. differentiate between spiritual gifts and talents from the point of view of Christianity. 3. state some opportunities open to you to utilize your talents within the local church community.
9.	Forgiveness	students should be able to: 1. state the meaning of forgiveness. 2. indicate how to receive forgiveness for their sins. 3. recognize the need to forgive others.	1. Meaning of forgiveness 2Cor. 5:18-19, Heb. 8:12. 2. How to receive forgiveness for ones own sin, 1Jhon 1:9-18. 3. Jesus teaching on forgiveness Matt. 6:12-15. 4. Effect of unforgiveness. Matt. 18:21-35.	1. Leads students to read all relevant bible passages. 2. Leads students to discuss the consequences of forgiveness and of unforgiveness.	1. Read the bible passages on forgiveness. 2. Discuss the practical meaning of forgiveness: - why it is difficult to forgive certain offence. 3. Make a list of your offenders and them resolve to forgive.	The Holy Bible	Students to: 1. state the practical meaning of forgiveness. 2. explain how to receive their own forgiveness. 3. discuss how to forgive one another.

CHRISTIAN RELIGIOUS STUDIES
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Right and obligations of family members	Students should be able to: 1. identify the two types of family. 2. state the rights and duties of family members. 3. identify the values found in family relationships. 4. discuss the consequences of failure of family members to perform their duties as: - husband - fathers -mother -wife -parent -children	1. Types of family - Nuclear family - Extended family 2. Rights and duties of family members, Colossians 2:18-21.	1. Gives reading assignments to students. 2. Classes members to describe their traditional family systems. 3. Describes roles, rights and obligations of each members of the family. 4. Discusses sources and consequences of conflict within the family.	1. Read the bible passages on the family. 2. Discuss their traditional family systems. 3. Describe the role, right and obligation of each member of the family. 4. Discuss sources and consequences of conflict in the family.	1. Family tree (genealogical) 2. Picture of family members in fellowship. 3. Media publications on the family 4. A visit to a court hearing a case on family welfare.	Students to: 1. identify the two types of family. 2. state the right and obligations of each members of the family. 3. identify the values found in family relationships. 4. discuss the consequences of family member's failures to perform their duties toward the family.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Humility	Students should be able to: 1. explain what humility means in relation to Christian living. 2. describe ways of demonstrating humility. 3. identify benefits of humility. 4. list consequences of pride.	1. Meaning of humility. Phil. 2:1-11. 2. Ways of demonstrating humility. 3. Benefits of humility. James 4:10; 1Peter 5:6. 4. Consequences of pride. James 4:6, 1 Peter 5:5, Matthew 23:12.	1. Shares with class personal observations of how both pride and humility have been rewarded in real life. 2. Guides students discussion on humility. 3. Encourages the memorization of James 4:10.	1. Read the biblical passages. 2. Discuss the virtues of Christian living as contained in the biblical passages. 3. Debate “Humility in stupidity”. 4. Memorize James 4:10. 5. Share personal experiences of how humility has been rewarded. 6. Class to role play the content of John 13:5.	The Holy Bible	Students to: 1. explain humility as a Christian virtue. 2. describe practical ways of displaying humility in their relationship with older people and their colleagues. 3. list benefits of humility. 4. identify consequences of pride.

CHRISTIAN RELIGIOUS STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	Effective prayer	Students should be able to: 1. explain the meaning of prayer as a means of communicating with God. 2. explain why some prayers are not answered. 3. indicate how to pray. 4. identify types of prayer.	1. James teaching on prayer. James 1:1-8, 4:1-3, 5:13-20. 2. Jesus taught his disciples how to pray. Matthew 6:7-13. 3. Reasons for unanswered prayer, Matt. 6:7-13. 4. Types of prayer.	1. Explains the meaning of prayer. 2. List the causes of unanswered prayer. 3. Explains the passages. 4. Demonstrates gestures in prayer 5. Explains types of prayer such as: - adoration - meditation - thanksgiving - petition - confession and - intercession	1. Read the passages. 2. Say some prayers. 3. Identify and explain types of prayers. 4. Ask questions	1. Pictures of people praying together. 2. Picture of Jesus at prayer. 3. Pictures of people meditating.	Students to: 1. explain the meaning of prayer. 2. compose short prayer. 3. enumerate the condition that makes prayer effective or ineffective. 4. identify and explain different types of prayer.
3.	Living a life of witnessing for Christ I	Students should be able to: 1. explain the meaning of being a true witness for Christ. 2. explain the impotent of living through good examples. 3. discuss some of the social vices in the society such as corruption, drug abuse, sexual promissory etc.	1. Peters message on Christian living. 1 Pet. 1:13-17, 2:9-25, 4:1-19. 2. Paul's Statement on Children of the light, Rm. 13:11-14. 3. Social vices and witnessing to Christ.	1. Explains the necessity of living a holy life. 2. Tells a story of how living a good life pays off at the end. 3. Leads students to discussion.	1. Read the biblical passages. 2. Discuss some of the bad practices they see in their surroundings. 3. Read the bible passages.	1. Paper clipping on social vices. 2. Picture of drug addicts and alcoholics. 3. Newspaper averts in combating social vices.	Students to: 1. explain the meaning of being a true witness for Christ. 2. explain the importance of living through good example. 3. enumerate some social vices and their consequences.

CHRISTIAN RELIGIOUS STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Living a life of witnessing for Christ II	Student should be able to: 1. point out the importance of tolerance and peaceful existence. 2. describe some of the civic responsibilities. 3. discuss the Christian attitude to victimization and wrong accusation.	1. Tolerance and peaceful co-existence. 2. Civil responsibilities - Meaning - Example 3. People in authority to serve with the fear of God. Rom. 13:1-7.	1. Explains the meaning of peaceful co-existence. 2. Submissions to those in authority. 3. Leads students to identify some ways they can maintain law and order in the society.	1. Suggest ways through which Christian can obtain the fear of God. 2. Give examples of how they have been maltreated and how a Christian should respond to that.	Students to: 1. Picture of people living together in peace. 2. Picture of prisoners who have been in jail for breaking the law.	Students to: 1. discuss the positive aspects of staying away from social vice. 2. mention some of their civic responsibilities. 3. students to write an essay on why Paul insists on submission to people in authority.
5.	Christian attitude towards persecution I	Students should be able to: 1. explain how persecution and suffering are part of the effects of witnessing for Christ. 2. explain how Christ was also persecuted. 3. explain how a Christian can remain undefiled before God in this present time.	1. Peter's message to Christians under persecution. 1 Pet. 1:5-9, 4:12-19. 2. Jesus message on case of enemies Matt. 5:38-48. 3. The persecution of Christ.	1. Explains the suffering death and resurrection of Jesus as a good examples for his followers. 2. Emphasizes that Christians should be ready to face persecutions at any time and anywhere.	1. Read the biblical passages. 2. Write a short story explaining how someone they know was persecuted.	Students to: 1. Video film on the persecution of early Christian. 2. Picture of Christ on the cross.	Students to: 1. describe how persecution and suffering are part of witnessing for Christ. 2. describe how to show love to ones enemies. 3. briefly explain how Christ was persecuted.

CHRISTIAN RELIGIOUS STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Christian attitude towards persecution II	Students should be able to: 1. recognize that suffering strengthens the faith of Christians and its part of cross which Christian must bear. 2. recognize and describe the right Christian attitude to persecution. 3. how some Christian are being persecuted in some parts of Nigeria.	1. Suffering and the Christian faith. 2. Christian attitude to persecution. 3. Various forms of persecution.	Mentions places in Nigeria where Christians are being denied lands to build churches, schools or hospitals, by not being promoted, by not gaining admission into tertiary institution etc.	1. Discuss Christian attitude to persecution. 2. Leads student to discussing various forms of persecution. 3. Ask questions	1. Picture of film strips of Christian under persecution. 2. Songs and choruses.	Students to: 1. write assignment on the passage. 2. mention types of persecutions. 3. describe Christian response to persecution.
7	Impartiality I	Student should be able to: 1. describe the meaning of impartiality. 2. justify the need to treat people equally since all human beings are equal before God. 3. describe the negative effects of nepotism, favouritism, and tribalism on the society.	1. Meaning of impartiality. 2. All human being are equal before God. 3. Warning against prejudice in James 2:1-13. 4. The “Golden Rule”, Matthew 7:12, Lk. 6:31, Negative effects of nepotism, favouritism and tribalism on society.	1. Reads the biblical passages. 2. Mentions instances of partiality and impartiality. 3. Uses stories to make the concepts clear.	1. Read the biblical passages . 2. Dramatize an impartial situation. 3. Role-play negative effects of partiality on the society.	1. The film of mother Theresa of Calcutta. 2. Pictures of nurses and doctors treating people in hospital without discrimination.	Students to: 1. distinguish between partiality and impartiality. 2. give instance where they have observed partiality displayed . 3. explain how keeping the “golden rule” can lead. 4. describe the negative effects of the following: nepotism, favouritism, and tribalism.

CHRISTIAN RELIGIOUS STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Impartiality II	Students should be able to: 1. describe James teaching on impartiality. 2. explain ways churches today falls short of the standard James recommended. 3. relate areas of public life where partiality is manifested.	1. St. James teaching on impartiality. 2. Ways the church today falls short of the standard James recommended. 3. Areas of Public life where partiality is manifested.	1. Read biblical passage. James 2:1-13. 2. Mention instances how James dealt with the problems of partiality in the church. 3. Guides students discussion on impartiality. 4. Write essay on the evil of partiality. 5. Explain how the application of impartiality, as contained in the passage, can help to minimize the vices in the church/society.	1. Read the biblical passages 2. The students to discuss how partiality can be minimize in the churches. Write assignments on how to treat people impartially	The bible	Students to: 1. how does James warn against partiality within the church. 2. how did James deal with the problem of partiality in the church? 3. in what two ways does the church today fall short of the standard which James recommended?
9	The resurrection	Students should be able to: 1. describe the accounts of the resurrection in the synoptic gospels. 2. explain the significance of the Christian faith. 3. explain the activities of women in the story of the resurrection.	1. The accounts of resurrection in Matthew 28:1-8, Mark 16:1-8, Luke 24:1-11. 2. Significance of resurrection to the Christian faith. 3. women activities in the story of resurrection. 4. Compare and contrast the three accounts of resurrection synoptic gospel.	1. Reads and explains the biblical passages. 2. Guides students to compare and contrast the three accounts of resurrection in the synoptic gospel. 3. Leads discussion on the role women played in the resurrection story. 4. Asks students to state the significance of resurrection in the life of Christians.	1. Dramatize the role played by the women in the story. 2. Sing choruses about the resurrection. 3. Write in their notebook the significance of resurrection in the Christian life.	1. Pictures of the resurrection. 2. Film on the resurrection	Students to: 1. describe the story of the resurrection. 2. explain the role of the women in the story. 3. explain the significance of the resurrection in the life of Christian. 4. compare and contrast the three accounts of resurrection in the synoptic gospel.

CHRISTIAN RELIGIOUS STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	The second coming of Christ	Students should be able to: 1. recognize that Jesus will come again at the end of time. 2. describe the signs of the second coming of Christ. 3. explain how every action done and every word spoken will be subjected to judgment. 4. explain heaven, hell, and judgment.	1. Jesus talks of the last judgment when he comes. 2. How we ought to prepare for the second coming of Christ, Matt. 24:31-46. 3. The sign of the coming of Christ 1Thess. 4:13-18.	1. Reads biblical text and explains the implications. 2. Asks students whether they have been carrying out what the text is saying. 3. Explains the pains of hell and the joys of heaven and urge students to love and care for everyone.	1. Write assignment on the biblical text. 2. Dramatize a situation whereby someone is judged and condemned and another judged and freed. 3. Visit any sick person in their neighborhood or hospital. 4. Carry out one act of charity and report what they did and to whom. 5. Sing whatsoever you do to the least of my brother that you do unto me.	1. Picture of someone being judged in a court of law. 2. Picture of someone carrying out good works.	Students to: 1. mention things they ought to do if they are to be saved. 2. mention things they ought not to do if they are to be saved. 3. explain the following concepts: - heaven - hell - judgment 4. list the signs of the second coming of Christ.
11	REVISION						
12	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
SS I
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Quran I	Students should be able to: 1. define what Quran is. 2. recognize how it was recorded during prophet time. 3. outline how it was memorized during prophet time.	The ways of -revealed -recording -memorizing during the lifetime of the prophet (SAW).	1. Guides students to define what Quran is. 2. How it was revealed. 3. How it was recorded. 4. Methods or memorized the whole Quran.	1. Listen attentively while the teacher's explains. 2. Contribute meaningfully to the topic as the lesson progresses. 3. Copy in their exercise books the important point. 4. Test students through questions.	1. A full copy of Quran. 2. Recorded text of the glorious Quran.	Students to: 1. give a brief history of the revelation of the Quran. 2. explains how it was recorded and memorized during the lifetime of the prophet (SAW).
2	Quran II	Students should be able to: 1. state how the Quran was compiled. 2. mention the reasons for standardization of the Quran. 3. outline the names of the compiled.	1. Compilation 2. Standardization of the glorious Quran. 3. Names of the compilers of the glorious Quran.	1. Discusses the method of compilation of the glorious Quran. 2. Gives reasons why the Quran was standardized. 3. Outlines the compilers names.	1. Attentive to the teacher's explanation. 2. Contribute meaningfully to the topic. 3. Response to the teacher's questions. 4. Copy the crucial point said by the teacher.	1. A copy of the glorious Quran. 2. Rehearsal of the reading of the glorious Quran indifferent one. 3. Copy of the compilers name in a chart one by one.	Students to: 1. explain how the Quran was compiled. 2. give reasons for the standardization of the glorious Quran. 3. state the names of the compilers.

ISLAMIC RELIGIOUS STUDIES
SS I
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Quran III	Students should be able to: 1. identify the places of revelation of the glorious Quran. 2. enumerate the numbers of chapters revealed in Meikkah and Madinah 3. outline the mode of revelation piecemeal. 4. state the importance of the first revelation	1. Distinction between Makkah and Madinah surah 2. The total numbers or Makkah and Madinah surah. 3. Mode of revelation. 4. The merit of the first revelation.	1. Explains the different places in which the glorious Quran was revealed. 2. Discusses the number or a chapter that was revealed in Makkah and those of Madinah. 3. Distinctions between the two kinds of revelation. 4. Explains the mode or revelation. 5. Mentions the merit of the first revelation of glorious Quran.	1. Listen to the teacher's explanation and discussion. 2. Contribution to the discussion. 3. Outline the numbers existing as chapter in Makkah and Madinah. 4. Response to the questions. 5. Copy the important points into their exercise books.	1. Copy of the glorious quran. 2. Charts containing Makkah and Madinah suwar.	Students to: 1. state the mecca and medinah surah. 2. differentiate the characteristic of Makkah and Madinah suwar. 3. how was the glorious Quran revealed? 4. mention the importance of the glorious Quran.
4	Quran IV	Students should be able to: 1. state how was Quran preserved. 2. list how was Quran arranged. 3. state the authenticity and another names of the Quran.	1. Preservation of the Quran. 2. Arrangement of the Quran. 3. Authenticity of Quran with another name gave to the Quran.	1. Mentions the ways used to preserve Quran. 2. Discusses the arrangement of the Quran. 3. Mentions the authenticity and another name of the Quran.	1. Listen to the teacher's explanation. 2. Mention the ways of arranging the Quran. 3. Outline the names of Quran and authenticity.	A copy of the glorious Quran.	Students to: 1. state how was Quran preserved. 2. how was arranged. 3. outline the authenticity and names given to the Quran.

ISLAMIC RELIGIOUS STUDIES
SS I
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Hadith I	Students should be able to: 1. define hadith 2. state the criteria for authenticity of hadith. 3. mention the different between sunnan and hadith. 4. describe the relationship between hadith and sunnan.	1. Form of hadith 2. Criteria for authenticity of hadith. 3. Different between hadith and sunnah 4. Relationship between hadith and sunnah.	1. Defines hadith. 2. Mention the criteria. 3. Differentiates hadith and sunnah. 4. States relationship between hadith and sunnah.	1. Define hadith. 2. State the criteria. 3. List the differences. 4. Outline the relationship between hadith and sunnah.	A copy of the glorious Quran.	Students to: 1. define hadith. 2. state the criteria of hadith and sunnah. 3. list the different between sunnah and hadith. 4. mention the relationship between hadith and sunnah.
6	Hadith II	Students should be able to: 1. mention the six sound collection of hadith. 2. state the importance of the six sound collection of hadith. 3. mention the relationship of Al-hadith, Al-qudsi and the Quran.	1. The six sound collections of hadith. 2. Al-hadith, Al-qudsi. 3. Its relationship with the Quran and the general hadith.	1. Explains the six sound collection of hadith. 2. Discusses the life history of the compilers of the six sound collections. 3. States the relationship of Al-hadith, Al-qudsi with the Quran. 4. Outline the theme of the six sound collections.	1. Listen attentively to the teacher explanations. 2. List the sound collections. 3. Discuss the use history of compliers of the six sound collections. 4. Describe differences between Al-hadith, Al-qudsi and Quran.	A copy of the glorious Quran.	Students to: 1. mention the six sound collections of hadith. 2. give a brief history of the collections. 3. outline some of the subject matters of the collections. 4. differentiate between Al-hadith, Al-qudsi and the Quran.

ISLAMIC RELIGIOUS STUDIES
SS I
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Tawhid	Students should be able to: 1. define Kalimah. 2. proclaim the words of kalimah. 3. mention the significance of kalimah. 4. outline the six articles of faith in islam. 5. mention lessons implication.	1. Kalimatu shaddah 2. The significance. 3. Six article of faith. 4. Lessons implication.	1. Leads students in the declaration of the Kalimah. 2. Draws students attention to the two sections of the declaration. 3. Discusses the significance. 4. Explains lessons implications.	1. Proclaim the kalimah one by one and collectively. 2. Indicate the significance of the kalimah. 3. List the two section of the kalimah. 4. State the lessons implication.	Chart containing the kalimah and its meaning.	Students to: 1. define kalimah. 2. proclaim the kalimah. 3. state the meaning of the kalimah. 4. outline lessons of the kalimah. 5. state the six articles of faith in islam.
THEME: TAWHID							
8	Shrik	Students should be able to: 1. define what is shrik. 2. mention the kinds of shrik. 3. state the shrik manifestation. 4. list the Quranic aspect.	1. Prohibition of shrik in all its manifestations.	1. Explains that allah is one and all creatures depend on him. 2. Mentions the blessing of him and everything depends on him. 3. Explains that he deserves to be worshipped and not only other objects. 4. Guides students to realize that all other objects of worship can neither help nor harm anybody.	1. Listen attentively as teacher defines shrik and explains with the chapter or allah (Ikhlas). 2. Recite swratul ikhlas to remind themselves the unique nature of allah. 3. Ask question for further understanding of the lessons. 4. Mention the names of some idols they know that people wrongly worship.	Picture of a man, animals and other objects which some people worship.	Students to: 1. explain that allah is one. 2. give the meaning of shrik. 3. mention various ways by which allah should be worship. 4. outline the kinds of shrik.

ISLAMIC RELIGIOUS STUDIES
SS I
FIRST TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Ibadah	Students should be able to: 1. declare what ibadah is? 2. state the lawful deeds and good intentions are ibadah.	1. Concept of ibadah: worship and accountability to Allah.	1. Explains the meaning of ibadah. 2. States that lawful works are ibadah. 3. Mentions that good deed is ibadah. 4. Illustrates some verses of the glorious Quran and hadith that explained.	1. Identify some acts or ibadah such as zakat, sawm, zakaat, hajj. 2. Appreciate the essence of creation is to worship Allah. 3. Differentiate between lawful and unlawful acts.	1. A chart containing some verses of the glorious Quran and hadith relating to good deeds.	Students to: 1. explain what ibadah is. 2. mention three acts that can be regarded as ibadah. 3. explain some vices that are unlawful.
10	Sirah: The prophet Muhammad life.	Students should be able to: 1. describe life of prophet Muhammad birth, childhood and prophethood. 2. state the period existence before the rise or the (SAW) Jahiliyyah. 3. state the beginning persecution of Muslims. 4. mention the qualities and administration.	1. Life of the prophet (SAW) and his mission. 2. Mention that the period is known as Jahiliyyah period. 3. Guides the students to realize that the prophet (SAW) was born like any other person. 4. explain the qualities of prophet (SAW) and his administration. 5. Narrates the beginning of persecution.	1. Illustrates with a map and guides students to realize that Arabs lived mainly in the Arabian Peninsula. 2. Explains the way of life before Islam.	1. Listen attentively to the teacher's explanations. 2. Ask questions where necessary. 3. Explain the term Jahiliyyah. 4. Explain the history of the prophet. 5. State the qualities of prophet (SAW).	1. A map showing Arabia and the surrounding land. 2. A picture of the desert land. 3. Information and communication technology devices.	Students to: 1. identify the position of the Arabian Peninsula with particular reference to Makkah. 2. mention some of the way of life of the Arabs before Islam. 3. state the beginning of persecution. 4. explain the qualities of prophet. 5. narrate the story of the life of the prophet (SAW).
11	REVISION						
12	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
SS I
SECOND TERM

THEME: QURAN AND TAWHID

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Sirah story of the rightly guided caliphs	Students should be able to: 1. define the word khalifah. 2. narrate the history of the four rightly guided caliphs. 3. outline some of their activities. 4. explain some of their achievement.	Briefly history of the four rightly guided caliphs (Al-khulafaus) rasheedun. -Abu bakr b. Abi-qahafah. -Umar b. khattab. -Uthman b. affan. -All b. abi talib.	1. Defines the word khalifah. 2. Discusses how each of them was appointed. 3. Mentions some of their activities. 4. Lists some of their achievements.	1. Listen to the teacher discussions. 2. Mention some names of the companions of the prophet (SAW). 3. Discuss how each of them was appointed. 4. List some of their achievements. 4. Ask the teacher some questions where necessary.	Chart containing the list of the four rightly guided caliphs.	Students to: 1. define the word “Khaurah”. 2. describe a brief history of each of them. 3. explain how each of them was appointed. 4. mention some of their achievement. 5. mention some of their activities.
2	Quran surat fatihah	Students should be able to: 1. state the specific meaning of each the verses. 2. recognize the lessons contained in each of the verses. 3. state how to apply those lessons in daily life. 4. identify the significance of suratu fatihah in salat and supplication.	Reading in Arabic transition and brief commentary on the surat Quran.	1. Revises with the students the recitation of the chapter and verses. 2. Leads students through dissuasion to appreciate the significance of surat fatihah.	1. Recite the text of the chapter and verses individually and collectively. 2. Listen to the teacher explanation. 3. Mention significance of the surah and the verses.	1. A copy of glorious Quran. 2. Charts showing the chapter and the verses. 3. Information technology devices.	Students to: 1. recite the whole chapter and verses. 2. give that translation of the chapter and the verses. 3. list the lessons contained in the chapter and the verses. 4. state how those lesson can be applied in daily life. 5. mention the significance of suratual fatihah.

ISLAMIC RELIGIOUS STUDIES
SS I
SECOND TERM

THEME: QURAN AND TAWHID

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Surat qurisiyu	Students should be able to: 1. state the specific meaning of each of the verses Q2:255. 2. recognize the lessons contained in each of the verses. 3. state how to apply those lessons in daily life. 4. identify the significance Ayatil qurisiyu in salaah and supplication.	Reading in Arabic translation and brief commentary on the surat.	1. Revises with the students the recitation of the chapter and verses. 2. Leads students through discussion to appreciate the important of the Ayatul qurisiyah.	1. Proclaim the text of the chapter and verses individually and collectively. 2. Listen to the teacher explanation. 3. Mention significance of the Ayatul kurisiya	1. A copy of glorious Quran. 2. listen to the teacher explanations. 3. Information technology devices.	Students to: 1. mention the specific meaning of the verses. 2. memorize the whole content. 3. list the lessons derived and how can be applied in daily life. 4. outline the mention of the ayatul.
4	Quran amanah rasul Q2:285-286	Students should be able to: 1. state the specific meaning of each of the verses Q2:285-286. 2. recognize the lesson contained in each of the verses. 3. state how to apply those lessons in daily life. 4. outline the significance ayatul amanah rasul Q2:285-286.	1. Reading in Arabic translation and brief commentary on the surat.	1. Revises with the students the recitation of the chapter and verses. 2. Leads students through discussion to appreciate the important of the amanah rasul.	1. Read the text of the chapter and verses individually and collectively. 2. Listen to the teacher explanation. 3. State significance of the amanah rasul.	1. A copy of glorious Quran. 2. Listen to the teacher explanation. 3. Information technology devices.	Students to: 1. mention the specific meaning of the verses. 2. memorize the whole content. 3. list the lessons derived and how can be applied in daily life. 4. state the significance of the amanah rasul.

ISLAMIC RELIGIOUS STUDIES
SS I
SECOND TERM

THEME: QURAN AND HADITH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Hadith 1-5 an-nawawis	Students should be able to: 1. recite the texts and the meanings of the hadith. 2. Appraise the lessons contained in the hadith. 3. apply the lessons in their daily life. 4. State the compilers of the collections.	1. An-Nawawis 1 2. An-Nawawis 2 3. An-Nawawis 3 4. An-Nawawis 4 5. An-Nawawis 5	1. Leads them in recitation of the text and meaning of the hadiths. 2. Explains the meaning to them. 3. Lists some lessons contained in the hadiths. 4. Explains how to apply them in daily life. 5. Mentions the compilers of the collections.	1. Listen to the teacher explanations. 2. Read the texts and translations after the teacher. 3. State some of the lessons of the hadith 4. Explain how the lessons could be applied in that daily life. 5. Mention the compilers of the collections.	1. A chart containing the hadith. 2. Information and communication technology devices.	Students to: 1. recite some of the hadith. 2. mention the meaning of the hadith. 3. state the lessons contained in the hadiths. 4. memorize the whole content.
6	Quran Bayyinah	Students should be able to: 1. recite correctly with tajweed the surar bayyinah. 2. memorize the whole content at verse by verse. 3. recognize the lessons contained in the suwar bayyinah. 4. state how to apply those lessons in daily life.	Surat Bayyinah Q 98.	1. Recites the suwar with the students. 2. Leads students to appreciate the significance of the suwar. 3. Identifies some difficult words for correct pronunciation.	1. Recite the text the suwar individually and collectively. 2. Listen to the teacher explanation. 3. Mention some lessons contained in suwar bayyinah. 4. Proclaims the different words repeatedly.	1. A copy of the glorious Quran. 2. Charts sharing the chapters and the verses. 3. Information and communication technology devices.	Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with tajweed. 3. give the translation of the suwar. 4. list the lessons contained in the suwar. 5. state how the lesson can be applied in daily life.

ISLAMIC RELIGIOUS STUDIES
SS I
SECOND TERM

THEME: QURAN AND SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Quran tin	Students should be able to: 1. proclaim correctly with tajweed the suwar tin. 2. memorize the suwar verse by verse. 3. recognize the lessons contained suwar tin. 4. state how to apply those lesson in daily life.	Surat tin Q 95	1. Recites the suwar with the students. 2. Leads students to appreciate the significance of the suwar. 3. Identifies the different words for correct pronunciation.	1. Recite the text the suwar individually and collectively. 2. Listen to the teacher explanation. 3. Mention some lessons contained in suwar tin. 4. Read the difficult words repeatedly.	1. Copy of glorious Quran. 2. Charts showing the chapters and the verses. 3. Information and communication technology devices.	Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with tajweed. 3. list the lessons contained in the suwar. 4. state how to apply those lesson in daily life.
8	Quran Alaq	Students should be able to: 1. read correctly with tajweed the suwar tin. 2. memorize the suwar verse by verse. 3. recognize the lessons contained suwar Alaq. 4. state how to apply those lesson in daily life.	Surat Alaq	1. Reads the suwar with the students. 2. Leads students to appreciate the significance of the suwar Alaq. 3. Identifies the difficult words for correct pronunciation.	1. Recite the text the suwar individually and collectively. 2. Listen to the teacher explanation. 3. Mention some lessons contained in suwar Alaq. 4. Read the difficult words repeatedly.	1. A copy of glorious Quran. 2. Charts showing the chapters and the verses. 3. Information and communication technology devices.	Students to: 1. pronounce the difficult words. 2. recite the suwar correctly with tajweed. 3. list the lessons contained in the suwar. 4. state how to apply those lesson in daily life.

ISLAMIC RELIGIOUS STUDIES
SS I
SECOND TERM

THEME: QURAN AND TAWHID

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Sirah life of ibn sina	Students should be able to: 1. narrate the story of the birth of ibn-sina. 2. explain his contribution. 3. appreciate the lessons of his life.	1. Explain the life in story of ibn-sina. 2. Explain his contribution toward islam.	1. Explains the life of ibn-sina. 2. Asks students to realize that they can achieve what ibn-sina achieved.	1. Listen attentively to teacher explanation. 2. Ask questions where necessary. 3. Explain the contribution of the ibn-sina.	Information and communication technology devices.	Students to: 1. mention the story of the ibn-sina. 2. explain his contribution. 3. state some lessons learnt from his life ibn-sina.
10	Sirah Ar-razi	Students should be able to: 1. narrate the story of childhood of Ar-razi and ibn khalaud. 2. explain their contribution theology, philosophy and Sufism. 3. outline their lessons. 4. state the application of lessons in daily life.	1. Explain their life history of Ar-razi and ibn khalaud. 2. Narrate their contribution in theology, philosophy and Sufism. 3. Explain their lessons to daily life.	1. Narrates the life of Ar-razi and ibn khalaud. 2. Leads students to realize the contribution of the Ar-razi and ibn khalaud. 3. Mentions the lessons to daily life.	1. Listen attentively to teacher explanation. 2. Ask questions where necessary. 3. Explain the contribution of the Ar-razi and ibn khalaud.	Information and communication technology devices.	Students to: 1. state the story of Ar-razi and ibn khalaud. 2. outline their contribution. 3. list some lessons learnt from their life Ar-razi and khalaud.
11	REVISION						
12	EXAMINATION						

ISLAMIC RELIGIOUS STUDIES
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Tawhid Taharah	Students should be able to: 1. define taharah 2. mention kinds of taharah. 3. state importance of taharah.	Taharah (purification)	1. Defines taharah 2. Mentions the kinds of taharah. 3. States the importance of taharah.	1. Listen to the teacher definition. 2. Mention the kinds of taharah. 3. List the importance of taharah.	1. A chart 2. Practical demonstration of taharah	Students to: 1. define taharah 2. mention the kinds of taharah. 3. state the importance of taharah.
2	Salaat	Students should be able to: 1. explain what salaat is. 2. describe how a rakaah is performed; 3. state how many rakaat one in each of the five obligatory prayers.	Salaat obligatory and non-obligatory prayer.	1. Guides students to discover that salaat is one of the fundamental principles of islam. 2. Guides students to recognize that each salaat certain a number of rakaah. 3. Leads students to describe a rakaah from the takbiratul ihram to the sitting after the second sujud. 4. States the number of rakaah in each of the five obligatory prayer and non-obligatory prayer.	1. Listen attentively to the teacher explanation. 2. Recognize that each salaat has a specific number of rakaah 3. Describe a complete rakah. 4. Mention number of rakaat in each of the obligatory prayer.	1. A chart containing the pillars of islam. 2. A chart containing the five obligatory prayers. 3. Information and communication technology devices.	Students to: 1. define salaat. 2. Describe a rakaah in full. 3. state numbers of rakaat in each or the obligatory prayers.

ISLAMIC RELIGIOUS STUDIES
SS I
THIRD TERM

THEME: TAWHID AND TARIKH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Zakaat	Students should be able to: 1. state what zakaat is. 2. mention the spiritual objectives of zakaat. 3. identify social and economic objective of zakaat. 4. outline importance of zakaat. 5. state some verses of the Quran and hadith that discussed zakaat.	Zakaat -spiritual -social -economic objectives of zakaat. -importance of zakaat.	1. Guides students to state the meaning of zakaat. 2. Leads students to recognize the spiritual objective of zakaat. 3. Mentions some of the social and economic value of the zakaat. 4. Discusses the moral value of the zakaat. 5. Identifies some verse of the Quran and hadith. 6. Outlines the importance of zakaat.	1. Listen to the teachers explanations. 2. State some spiritual objective of zakaat. 3. List some of the social and economic values of zakaat. 4. Identify the moral values of zakaat. 5. Enumerate the importance of zakaat. 6. Explain some verses and hadith back up.	1. A chart containing relevant verses in connection with zakaat. 2. Concrete objects such as maize, grains, fruit and servellery.	Students to: 1. give the meaning of zakaat. 2. list the spiritual objective of zakaat. 3. examine the social and economic values of zakaat. 4. discuss the moral objectives of zakaat. 5. mention some relevant quranic and hadith passages that support zakaat. 6. enumerate the importance of zakaat.

ISLAMIC RELIGIOUS STUDIES
SS I
THIRD TERM

THEME: TAWHID AND TARIKH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Tarikh Islamic political system	Students should be able to: 1. explain the meaning of sovereignty of allah. 2. describe the Islamic political system with regard to sovereignty or allah. 3. enumerate the significance of the sovereignty of allah. 4. recognize the Islamic political system with special reference to adalah (equality before the law), justice and sharah as mutual consultation.	1. The Islamic political system sovereignty of allah. 2. The principle of amanah (trust), adakh (justice) and shurah (mutual consultations).	1. Narrates the meaning of the phrase sovereignty of allah; 2. Discusses the sovereignty of allah as the basis of political system. 3. States that equality before the law-adalah is part of Islamic political system. 4. Mentions that justice and mutual consultation are part of Islamic political system. 5. Discusses how the qualities of justice trust and mutual consultation could be applied in daily.	1. Listen to the teacher discussion. 2. Define the term sovereignty of allah. 3. Realise that there is equality before the law and mutual consultation which embedded in Islamic political. 4. List some of the merit of these qualities. 5. Ask questions where necessary.	A chart containing the relevant quranic verses and hadith.	Students to: 1. give the meaning of the phrases sovereignty of allah. 2. examine the basis of Islamic political system. 3. define amanah, adalah and shurah with particular reference to Islamic political system. 4. list some of the lessons to be learn by Nigerians.
5	Quran surat adiyah	Students should be able to: 1. read correctly surat adyahihth tajweed. 2. state the specific meaning of the suwar. 3. recognized the lessons contained in the suwar. 4. state how to apply those lessons in daily life.	Suratul-adiyah Q100.	1. Recites the suwar with the students. 2. Leads students to appreciate the significance of the suwar. 3. Identifies some difficult words for correct pronunciations.	1. Recite the text of the suwar adiyah. 2. Identify some difficult words for correct pronunciations.	1. A copy or the glorious Quran. 2. Charts showing the chapter and the verses. 3. Information technology devices.	Students to: 1. pronounce the difficult words. 2. read the suwar correctly with tajweed. 3. translate the suwar. 4. enumerate the lessons contained in the suwar adiyah. 5. state how the lessons can be applied in daily life.

ISLAMIC RELIGIOUS STUDIES
SS I
THIRD TERM

THEME: QURAN AND SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Suwar zilzal	Students should be able to: proclaim correctly tajweed of suwar zilzal.	Suratul-zilzal Q99	1. Recites the suwar with the students. 2. Leads students to appreciate the significance of the suwar. 3. Identifies some difficult words for correct pronunciation.	1. Recite the text of the suwar adiyah. 2. Identify some difficult words for correct pronunciation.	1. A copy of the glorious Quran. 2. Charts showing the chapter and the verses. 3. Information technology devices.	Students to: 1. pronounce the difficult words. 2. read the suwar correctly with tajweed. 3. translation of the suwar. 4. enumerate the lessons contained in the suwar adiyah. 5. state how the lessons can be applied in daily life.
7	Quran shams	Students should be able to: 1. read correctly tajweed of suwar shams. 2. list the specific of the suwar. 3. outline the lessons contained in the suwar. 4. list how to apply those lessons in daily life.	Suratul-shams Q91.	1. Recites the suwar with the students. 2. Leads students to appreciate the significance of the suwar. 3. Identifies some difficult words for correct pronunciation.	1. Recite the text of the suwar shams. 2. Identify some difficult words for correct pronunciation.	1. A copy of the glorious Quran. 2. Charts showing the chapter and the verses. 3. Information technology devices.	Students to: 1. pronounce the difficult words. 2. read the suwar correctly with tajweed. 3. translation of the suwar. 4. outline the lessons contained in the suwar shams.

ISLAMIC RELIGIOUS STUDIES
SS I
THIRD TERM

THEME: QURAN AND SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Tasfir of the Quran	Students should be able to: 1. define tasfir 2. explain the origin of the tafsir 3. enumerate the importance of tasfir. 4. list the contribution of the companions to the tasfir.	Tasfir.	1. Explains the phase of tasfir. 2. Leads students to state the origin/source of the tasfir. 3. Lists the importance of the tasfir. 4. Guides students to enumerate the each companions contribution.	1. Define the tasfir 2. Listen to the teacher explanation. 3. Contributing to how tasfir is originated.	A copy of glorious Quran.	Students to: 1. explain tasfir. 2. mention the origin of the tasfir. 3. list the importance of tasfir. 4. mention the contribution to the tasfir.
9	Sirah briefly history of Al-Ghazali	Students should be able to: 1. narrate the story of the birth of Al-Ghazali. 2. explain his contribution. 3. appreciate the lessons of his life.	1. Life history of Al-Ghazali. 2. His contribution.	1. Narrates the life story of Al-Ghazali. 2. Guides students to mention his contributions. 3. Leads student on how to apply the lessons to daily life.	1. Listen attentively to teacher explanation. 2. Ask questions where necessary. 3. Explain the contribution of the Al-Ghazali.	Information and communication technology devices.	Students to: 1. mention the story of Al-Ghazali. 2. enumerate the contributions. 3. state some lessons learnt from his life Al-Ghazali.

ISLAMIC RELIGIOUS STUDIES
SS I
THIRD TERM

THEME: QURAN AND SIRAH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Tawhid and figh general principles of inheritance (Mirath)	Students should be able to: 1. explain what inheritance is. 2. state the rules regulating inheritance in the Shariah. 2. mention the impediments to inheritance. 3. enumerate the limit to bequest. 4. mention the implications and lessons of Islamic provisions on inheritance.	Principles of inheritance.	1. Explains the words of inheritance. 2. Mentions the general rules regulating inheritance in the Shariah. 3. States the impediments to inheritance. 4. Guides students to know the implication and lessons of Islamic provision on inheritance.	1. Explain the inheritance. 2. List the general rules regulating inheritance in the Shariah. 3. State the limit to bequest. 4. Outline the implication on inheritance. 5. State the lessons of inheritance.	A charts showing pictures of a family.	Students to: 1. mention the meaning of inheritance. 2. enumerate the rules guiding and regulating inheritance. 3. list the state limit to bequest. 4. mention the implication and lessons on inheritance.
11	REVISION						
12	EXAMINATION						

**VISUAL ARTS
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Visual arts	Students should be able to: 1. define visual arts. 2. mention major classes of visual arts. 3. list the components of each of the classes of visual arts. 4. state the functions of visual art and list items of arts.	1. Consciously created through an expression of skill or imagination. The act of making skillful use of materials to produce things for human use and pleasure 2. Classification of visual arts. FINE ARTS 1. Drawing 2. Painting 3. Sculpture APPLIED ART 1. Graphics 2. Textile 3. Ceramics 3. FUNCTIONS OF VISUAL ART: Utilitarian i. Teacups ii. Clothes - Advert posters - Aesthetic i. Painting ii. Sculpture - RELIGIOUS carved images as idols, masks, divination tray - POLITICAL chiefly stools - Symbols to Educate	1. Defines visual art. 2. Students should mention the various classes of visual arts 3. Discusses the components of each class of visual arts. 4. Explains the functions of visual arts. 5. Discusses the functions of visual arts.	1. Participate actively in class discussion. 2. Ask questions. 3. Copy notes and components.	Learning material use 1. Available works of art that represent each of the classes. 2. Pictures of available works of art and household materials	Students to: 1. give two definition of visual arts. 2. list the two major classes of visual arts. 3. list 2 differences between the various classes and component of visual arts 4. state the functions of visual arts and list items of art.

VISUAL ARTS
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Visual sense	Students should be able to: show the dynamics of shapes observed and the colours.	1. The dynamics of basic shapes in every object eg. Cylinder or bottle i. The basic shapes ii. All objects having more than one colour because they reflect the colours of objects around them. Every objects being unique in surface likeness (texture). 2. The nuances of colour mixture on surfaces of objects we see.	1. Leads class discussion on the dynamics of basic shapes in every object 2. Uses a variety of natural and manmade objects to illustrate the concept of keen perception. 3. Arranges the varieties of objects on table for student to see.	1. Participate in class discussion 2. Identify the shapes which objects shown as examples could be reduced to	Selected household objects like bottle, flask, fruits sprays	Students to: 1. discuss the dynamic of 3 shapes observed. 2. list the colours one could see on an object that seems to have one colour.
4.	Professions and job opportunities	Students should be able to: 1. mention job opportunities in visual arts. 2. describe an artwork. 3. list things found in the video studio.	Professions of visual artists 1. Graphic designer i. Video Editors ii. Cartoonist iii. Designers for lithographic printing 2. Industrial designers e.g Textile designers 3. Painters 4. Sculptors 5. Ceramic industry 6. Photography 7. Cultural officers 8. Medical illustrators 9. Investigative illustration	1. Discusses job prospects in visual arts. 2. Mentions some of the products from these professions. 3. Guides discussion on things found in the video studio for students to note. 4. Dramatizes the job in visual arts.	1. Participate in class discussion on job prospects in visual art. 2. Participate in the drama done in the class.	Magazines and newspaper write up showing pictures of professionals.	Students to: 1. list 3 job opportunities in visual art. 2. describe the work of an artist that they have seen before. 3. list 4 digital video studio equipment.

VISUAL ARTS
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Drawing lines	Students should be able to: 1. identify kinds of lines. 2. list the qualities and functions of lines.	Concept of lines a. Types of lines: - vertical - horizontal - diagonal - wavy - spiral - zig-zag b. Qualities of lines: - thick - thin - heavy - light -rigid - flexible	1. Discusses the nature, types, quality and functions of lines. 2. Displays cartoons, pictures and diagrams demonstrating various types of lines, qualities and functions of lines. 3. Leads classes in various exercises involving lines.	1. Observe lines in nature. 2. Use lines to construct objects.	Concrete objects of table, charts, pencil and paper charcoal	Students to: 1. list four types of line. 2. state three functions of lines. 3. state the qualities of lines.
6.	Drawing nature and man made objects	Students should be able to: identify lines in nature and manmade objects.	Lines as patterns in nature i. woodland (trees without leaves) ii. Lines on animals e.g Zebra. iii. Skeleton of animals. iv. Veins in leaves 2. Lines as pattern in man-made objects.	Guides students to observe lines in nature and manmade object.	1. Participate in class discussion. 2. Draw various types of lines.	Leaves showing veins as lines.	Students to: list 3 difference in lines in nature and manmade objects.

VISUAL ARTS
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Drawing and shading	Students should be able to: 1. draw what they see into forms and shapes. 2. mention various shading techniques, practice the various shading techniques.	1. Power and railway lines. 2. Steel frame work and structure of buildings. 3. Bridges, fences i. Eye and hand coordination, imitative drawing. ii. Shading techniques cross hatching pointillism, blurring, hatching.	1. Leads students through a structure free activity allowing students to choose simple manmade objects and drawing in the manner the teacher directs 2. Guides students to practice until accuracy is achieved. 3. Mentions and writes the various shading techniques on the board. 3. Demonstrates the various shading techniques.	1. Practice drawing a chosen object on paper without looking at the paper but focused only on the objects. 2. Practice the various types of shading techniques.	1. House hold objects e.g Candy box, glass, plate and flak. 2. Ball point pen	Students to: 1. make a drawing and coordinate hand activity without looking at their paper but focused on the model. 2. name any four shading techniques. 3. display their shadings.
8	Drawing still life objects	Student should be able to: 1. draw still life object from direct observation. 2. identify form tones and textures in still-life objects. 3. use line, colour texture, form or shape and balance in nature drawing	Still-life drawing 1. Composition of inanimate objects - Lines, qualities direction of shapes and forms. - Simple perspective in object drawing. Natural objects, from texture, and tone - Study of nature e.g flowers, rocks, fruits, vegetables, insects and fish	1. Explain various inanimate objects using photographs or illustration from books. 2. Arranges a composition of natural object for students.	1. Draw objects from observation 2. Draw natural objects like shrubs, rocks, fruits, flowers and so on	1. Pen and ink 2. Natural objects	Students to: 1. draw a simple still-life composition. 2. identify texture and tone still life objects. 3. draw things from nature. 4. display and discuss their works under the following headings. i. proportion ii. design iii. texture iv. shading

**VISUAL ARTS
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Drawing human figure	Students should be able to: 1. draw a human figure to proportion. 2. mention parts of the human body and relate them.	i. Life drawing composition ii. Proportion iii. Tonality	1. Experiments with short and action poses with emphasis on the economy of live. 2. Demonstrates the correct methods of observing the human figure using i. pencil for measuring ii. Half closed eye for focusing iii. Blocking or missing in terms of volumetric proportion eg. Carving our the human figure as a silhouette	Sketche human figures posing before the class	Pastel charcoal	Students to: 1. make figure drawing to conform with the following criteria 2. relative of proportion of figure drawn: - balanced composition - neatness in drawing - use of light and shade - use of space
10	Introduction to art appreciation	Students should be able to: 1. list ways of appreciating works of art 2. state ways of evaluating criteria of work of art. 3. state the qualities of picture elements and what the suggest 4. mention the terminologies in art that aid appreciation	1. The analysis and evaluation of works of art 2. Form and their suggestions 3. Use of elements and principles of design 4. Composition in art work for harmony 5. Significance of pictorial elements 6., Terminologies in art Art terms: - Appliqué, Balance, Bas-relief, Calligraphy, Cartoon, Motifs, Silhouette, Cire Perdue	1. Define art appreciation 2. Evaluative criteria			
11 & 12	REVISION AND EXAMINATION						

**VISUAL ARTS
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Introduction to graphics	Students should be able to: 1. construct simple lettering write simple calligraphy lettering. 2. identify and apply the elements of design. 3. identify and apply the principles of design in their works.	Block lettering and calligraphic lettering feature: - spacing - formation of letters - streamlining letters - skill and craftsmanship - learn loops - curves - ascenders - descenders ELEMENTS OF DESIGN: - line - texture - colour - size - value - shape PRINCIPLES OF DESIGNS: - balance -contrast - proportion - variety - gradation - harmony	1. Displays and discusses different letter character. 2. Demonstrates using pen to make strokes, curves, spirals. 3. States the differences in the type faces of block letters, serifs and san-serifs. 4. Demonstrates how to form words using thick letters. 5. Leads discussion on the elements of design. 6. Displays works of art portraying elements of design. 7. Leads discussion on the principles of design. 8. Uses picture to illustrate the principles of design. 9. Explains when to apply a particular principle or a combination of principles in art making.	1. Participate actively in class discussion. 2. Practice the construction of simple lettering. 3. Practice the use of calligraphic pen. 4. Make sample design of any art work applying the elements of design. 5. Make works applying the principle of design.	1. Ruler 2. Pencil 3. Paper 4. Calligraphic pen or an improvised one. 5. Drawing instruments 6. T-square 7. Set-square 8. Magazine 9. Newspaper 10. -Colour 11. Pastel 12. Board 13. Scissors	Student to: 1. produce four works portraying all the features of block and calligraphic lettering. 2. name 4 element of art. 3. display and discuss two works in relation to elements of design 4. name 4 principles of design. 5. display and discuss two works applying these principles of designs.

**VISUAL ARTS
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Introduction to graphics	Students should be able to: make posters, flash cards, greeting cards for specific occasions.	Forms of Graphic Advertisement: - newspaper - posters - handbills - invitation cards - book cover - CD Jackets - banners FEATURES: - suitable design - legibility of lettering - communication - technical proficiency - colour distribution and harmony - colour symbolism	1. Displays and explains various forms qualities and characteristics of graphic advertisement. 2. Guides students, make cards, posters, television captions on selected topics. 3. Leads students to visit Newspaper houses, printing press, television houses to note materials.	1. Participate in class discussion 2. make simple advertisement designs. 3. Copy notes 4. Make cards, posters, television, caption on selected topics as directed by the teacher. 5. Visit newspaper houses.	1. Newspaper magazines 2. Colours 3. Pencils 4. Gum 5. Knife 6. Brushes 7. Collotape 8. Pen 9. Paper 10. T-square 11. Drawing set 12. Ruler 13. Letter-set 14. Scissors	Students to: 1. produce two posters One flash card and two greeting cards. 2. portray the features of advertisement design.
5 & 6	Introduction to computer graphics	Students should be able to: 1. identify computer hardware. 2. define computer software. 3. perform the four basic mouse operations.	1. Computer hardware. The visible and tangible components of the computer A. Components - Monitor - Systems Unit - Printer - Keyboard - Mousse B. Computer software. The instructions that tells your computer what to do. Examples - Corel draw - Harvard graphics - Adobe photoshop 3. The 4 basic mousse techniques - Pointing - Clicking - Double clicking - Dragging	1. Defines computer hardware and software. 2. Gives students examples of both. 3. Demonstrates the four basic mouse techniques.	1. Listen attentively to teachers definition. 2. Practice the four basic mousse techniques. 3. Copy notes	1. Computer scanner. 2. Digital cameral	Students to: 1. list 4 hardware and software. 2. define what is computer software. 3. mention two component of computer hardware. 4. perform three computer graphics software. 5. perform the four basic mousse operations techniques.

**VISUAL ARTS
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Textile designs	Students should be able to: 1. identify motifs within a design 2. state various repeat patterns 3. print designs on fabric using various techniques	a. Textile design on paper. A motif. A single unit of design. B. Repeat patterns - Block - Half drop - Mirror - Orgee - Brick - Diamond 2. Printed textile design 3. Printing techniques - Block - Lino cut - Wood cut - Yarn cut - Screen printing	1. Define motif and their sources 2. Lead discussion on various arrangements of motif and repeat patterns 3. Illustrate examples of motif using the board 4. Visit a textile mill with students 5. Leads discussion on what was observed during visit 6. Prepare the motif for printing 7. Leads the class in print-making	1. Participate in creating various types of motif 2. Arrange motif of their choice to create patterns 3. Participate in visit to textile mill 4. Participate in preparing motif 5. Print design on fabric	Board pencil Designer colours Cartridge Paper Masking tape Rulers Tracing paper Drawing board Leaves shells Printing table Scissors Trays Fabric Water Rubber Basin Wood block Yarn line Blocs thickener Squeeze	Students to: 1. state the meaning of motif 2. identify 3 motif within a design 3 list 3 repeat patterns 4. list 2 printing techniques 5. display two printed works showing the techniques used
9.	Terminologies in 2 dimensional art	Students should be able to: 1. state terminologies in 2 dimensional art 2. explain terminologies in 2 dimensional art 3. mention which aspect of 2 dimensional art the terminology exists	Terminologies in 2 dimensional art: vanishing point medium chiaroscuro foreshore tening, aerial view Repeat motif picture plans	1. State the terminologies in 2 dimensional art 2. Explains which aspect of 2 dimensional art the terms belong 3. Explains the terminologies in 2 dimensional art 4. Provides model essays on select areas of art and explain constituent terms	1. Listen and discuss the terminologies in 2 dimensional art 2. Copy notes	Slide show of artist at work	Students to: 1. list 4 terminologies in 2 dimension art. 2. describe 2 terminologies that apply to 2 dimension art 3. write model essays on selected areas

**VISUAL ARTS
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Terminologies in 3. dimensional art	Students should be able to: 1. state the terminologies in 3 dimensional art 2. explain the terminologies in 3 dimensional art	Terminologies in 3 dimensional art. - Terra-cotta - Sculpture in the round - Green ware - Leather hard - Marquette - Relief	1. Guide students To state the terminologies in 3 dimensional art 2. Explains the terminologies in 3 dimensional art contained in an art essay to the class	1. Listen and participate in discussion in terminologies 2. Copy notes	Art Reviews, Art essays, chart and pictures	Students to: 1. list 5 terminologies in 3 dimensional art 2. explain 4 terminologies in 3 dimensional art
11	REVISION						
12	EXAMINATION						

**VISUAL ARTS
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Introduction to modeling	Students should be able to: 1. list the vain types of clay 2. state the properties of clay 3. mention the different methods of making ceramic works 4. identify ceramic tools and their functions 5. make simple ceramic furs	Terminologies in ceramics 1. Types of clay - Primary clay - secondary clay 2. Properties of clay: - Pliability 3. ceramic tools and equipments 4. Methods of molding - Coiling - Slabing - Pinching 5. Processes of drying and firing	1. Explain the meaning of ceramics 2. State the types of clay 3. Enumerates the different methods of making ceramic works 4. Mention of ceramic tools and their uses 5. demonstrates various methods of molding	1. Listen attentively 2. Participate in class discussion	Clay ceramic tools, table, buckets, sponge, twine, wheel	students to: 1. mention 2 types and properties of clay 2. list two ceramic tools 3. discuss methods of making ceramic works 4. make one simple ceramic form
2.	Introduction to modeling (continued)						
3.	Introduction to modeling (continued)						
4.	Historical foundation of Nigerian arts (200BC – 1900 AD)	Students should be able to: 1. mention and describe artworks on ancient Nigerian art cultures 2. identify the names, media and styles of known Nigerian ancient artworks 3. identify the location of these major art cultures; 4. state the context of the production of these artworks 5. identify the characteristic Features unique to these ancient artworks	1. No Arts 2. Igbo-Ukwu Arts 3. Ife Arts: - Terra – cotta - Bronze works - Quartz carving 4. Benin Art - Bronze works - Ivory carving 5. Owo teracottas 6. Tsoede Bronze 7. Esie soap stone 8. wood carving e.g Ekpo wood carving an Ekpo mask of the Ibibios and Annangs 9. Alok Monolith stones at Ikom L.G.A, Cross River State	1. Lead class discussion on the location, origin and characteristic features of ancient Nigerian art cultures. 2. Leads discussion on the context of production an use of those artworks	1. Participate in class discussion 2. Copy notes	Maps Textbook Board Photographs Computer Projectors Illustration from books and magazines	Students to: 1. mention and describe 3 Nigerian ancient art 2. state location of ancient Nigerian art cultures 3. state the characteristic features of 4 Different ancient Nigerian art cultures
5.	Historical foundation of Nigerian arts (continued)						
6.	Historical foundation of Nigerian arts (continued)						
7.	Historical foundation of Nigerian arts (continued)						

**VISUAL ARTS
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Museums and art	Students should be able to: 1. identify types of museum 2. identify an art gallery 3. name major museums in Nigeria and their dates of establishment	1. Definition of Museum building or institution where objects of artistic, historical or scientific importance and value are kept; studied and put on display	1. Defines museums and Galleries in Nigeria, dates of establishment. 2. Discusses the locations of art galleries and their functions. 3. Discusses the location of museums and art galleries in Nigeria e.g Ife, museum that houses the Ife Bronze head, Umuahia war museum, Calabar slave history museum, national Gallery of Art, Lagos and Mydrim Art Gallery in Ikoy	1. Participate in the class discussion 2. Collect articles of historical and scientific value to set-up a mini museum in class or school 3. Note how artifacts and artworks of museums and galleries are preserved	1. Maps and photographs containing illustrations of museums and art galleries 2. Pictures of local arts and crafts 3. Slides 4. Computer 5. Projector.	Students to: 1. list two types of museums in Nigeria. 2. list two locations of museums and art galleries in Nigeria. 3. state how artifacts and artworks of museums and galleries are preserved.
9	Museums and galleries in Nigeria		2. Definition of Art Gallery: A place where artworks are exhibited and sometimes sold. 3. History of museums in Nigeria 4. Types of museums; natural history of museum at Ife, war museum at Umuahia, Museum of Nigerian Traditional Architecture monta in Jos				
10	Museums and art galleries in Nigeria (Continued)						
11	REVISION						
12	EXAMINATION						

MUSIC
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Intervals	Students should be able to: 1. identify the distance between any two notes. 2. distinguish between the home note and other notes of the key.	1. Meaning and definition of interval and quality of interval. 2. Description (Types) of interval. 3. Inversion of intervals.	1. Explains the concept of intervals. 2. Draws any two notes on the treble stave. 3. Uses the key board (Visual aid) to explain the concept further.	1. Draw a dummy key board. 2. Write the intervals the 2 nd 4 th and 5 th on the treble stave.	1. Chalk board 2. Plano/ Dummy key board (visual aid). 3. Manuscript paper 4. Pencil 5. Eraser	Students to: 1. write the intervals of the 6 th , 7 th and 8 th (octave) 2. write any intervals on the chalkboard and identify them. 3. explain the differences
2	Chords	Students should be able to: 1. build a primary triad on any given note as root 2. recognize a primary triad on manuscript paper/chalk magic/white board	Meaning of chords (Root, may 3 rd and perfect 5 th and Triads 2. Building on chords 3. Types of triads. Emphasis on primary triads	1. Analyses the structure of a primary triad 2. Draws the note of a primary triad on the treble stave using the chalk/magic/white board 3. Writes two or more different kinds of triads the board.	1. Write a root, a major 3 rd and a perfect 5 th above it in their manuscript paper 2. Identify primary triads from among the triads write board	1. Chalkboard 2. Manuscript paper 3. Plano/ Dummy key board 4. Pencil 5. Eraser	Students to: 1. write different kinds of triads on the board and identify the primary among them. 2. write primary triads on given notes.
3	Notation: staff and Tonic solfa	Students should be able to. 1. recognize a familiar melody notated in staff or tonic solfa 2. write a simple familiar melody in staff or tonic solfa notation	1. Treble and Bass staff 2. Tonic solfa 3. Melody in c major	1. Writes a simple familiar melody in staff and tonic solfa. 2. Plays a simple familiar melody of 4 to 8 bars 3. explains the values of the staff and tonic solfa notes	1. Copy the melody written by the teacher 2. Listen to the melody played by the teacher 3. Use the same staff and tonic solfa values to write their own melody	1. Board 2. Plano/Dummy key board. 3. manuscript paper 4. Pencil 5. Eraser	Students to: write a melody of not more than 4 bars: a. on treble stave b. in tonic solfa notation.

MUSIC
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Transcription	Students should be able to: rewrite a given melody notated in staff in to tonic solfa and vice versa.	1. Meaning of transcription 2. Notation from staff to solfa 3. Notation of notation of notes from solfa to staff	1. Explains and illustrates the steps involved in transcribing a melody from one notation to another 2. Transcribes a simple melody from solfa to staff and vice versa	1. Use the steps given by the teacher to transcribe a given melody. 2. Write 8 notes in solfa and transcribe them into staff.	1. Chalk board 2. Manuscript paper 3. Pencil 4. Eraser	Students to: transcribe the following melody into staff I d: mll.;rld:tld:-ll
5.	Transcription	Students should be able to: rewrite a given melody notation in staff into tonic solfa and vice-versa.	1. Explains meaning of transposition. 2. Short familiar melodies (song). 3. Transpose any given melody from one key to another c to another (e.g).	1. Explains and illustrates the steps involved in transposing a mutation to another. 2. Transposes a simple melody from solfa to and vice-versa.	1. Use the steps given by the teacher to transpose a given melody. 2. Write 8 notes in solfa and transpose them into staff.	1. Chalk board 2. Manuscript paper 3. Pencil 4. Eraser	Students to: transpose any given melody from one key to another. Ea key C to F major.
6	Scales	Students should be able to: 1. identify major and minor scales (natural melodic and harmonic). 2. distinguish between African and western scales. 3. use a pentatonic scale to compose a simple melody.	1. Meaning and types of scales signature. 2. Meaning and types of scale African and western scales (Tones and semitones). 3. Relationship between major and minor scale.	1. Draws the circle of 5 th to explain the arrangement of key signatures. 2. Distinguishes African and western scales. 3. Plays a tune an African scales). 4. Explains the differences between major and minor scales 5. Writes and explains the uses of the different accidentals.	1. Identify the different accidentals 2. Write the scale used by the tune played by the teacher. 3. List the order of introduction of sharps and flats 4. draw the circle of 5ths. 5. Identify the mode (major or minor) of a given melody.	1. Plano 2. Chalkboard 3. Tape-recorder 4. Manuscript paper.	Students 1. list 3 types of scales African and western scales. 2. explain the difference between diatonic and pentatonic scales. 3. compose a simple melody of not more than 4 bars using a pentatonic scale.

MUSIC
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Cadences	Students should be able to: 1. recognize cadences written on the board. 2. write cadences.	1. Meaning and types of cadences. 2. Close and open score. 3. Four part Harmony.	1. Writes a perfect cadence (V-I). 2. Explains the structure of the cadence. 3. Writes a playa cadence.(IV-I).	1. Study the written cadences. 2. Describe the differences between the two cadences. 3. Identify the types of cadences in a written melody.	1. Chalk board 2. Manuscript paper.	\$ 0 0 0 0 0 0 7 0 0 V I Students to: 1. write the differences between the playa and perfect cadence 2. identify the above cadence
8.	Identification of tones/pitches	Students should be able to: 1. identify different pitches from their sounds 2. differentiate between pitches by singing them e. g doh c and doh c	1. Meaning and Tonality (identify different in pitch played 2. Sing the pitch played 3. Write down the pitches on paper	1. Plays the key chord 2. Explains the difference in pitch as he plays	1. Listen and identify the pitches played. 2. Sing pitches tones played by the teacher 3. Write down the pitches on paper.	1. Manuscript paper 2. Chalkboard 3. Piano or any other keyboard instrument.	Students to: 1. write out the tones played by the teacher 2. signify by raising their hands to indicate sound that make an octave

MUSIC
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Sight reading	Students should be able to: 1. read the score of a simple piece of music with little time of study. 2. sing a simple melody from staff and solfa notation.	1. Meaning of sight reading and steps to sight-reading 2. Singing simple melodies in union. 3. sing simple (4) four part music with dynamic signs	1. Explains the steps to sight reading. 2. Recognition of the clef, key of the piece, it's time signature e.t.c.	Apply the steps given by the teacher and sing an unfamiliar melody.	1. Scores of melodies 2. Manuscript paper. 3. Piano or any key board instrument.	Students to: 1. sing a folksong melody in unison. 2. use steps to sight simple. 3. sing simple (4) four part music with dynamics signs.
10	Melody Dictation	Students should be able to: 1. write down simple melodies dictated to them. 2. analyze the structure of a simple melody as an aid to dictation.	1. Dictation of different kinds of simple melody 2. Analyze the structure of a simple melody 3. Analyze the melodic features with particular reference to stepwise movements leaps/skips and repeated tones.	1. Plays several tunes on the piano or any other key board instrument. 2. Guides the students to good listening 3. Analyzes the melodic features with particular reference to step wise movement leaps/skips and repeated tones.	1. Sing the melody played by the teacher. 2. Observes the melodic features in the tune played by the teacher.	1. Piano, Recorder or any melodic instrument. 2. Selected songs.	Students to: 1. identify and write the melody played. 2. write simple melodies of not more than 2 bars employing the melodic features learnt.
11	REVISION						
12	EXAMINATION						

MUSIC
SS I
SECOND TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE (APPLIED MUSIC)

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Musical instruments study skills	Students should be able to: learn the requisite skills for playing a chosen instrument	1. Skills for playing simple musical instruments (African or western) i e Recorder 2. Fingering and Tonguing techniques. 3. Instrument playing.	1. teaches the skills for playing some chosen inst. 2. Demonstrates the skills for playing an inst of his choice 3. Guides the students in position of play hold and production of tones from a chosen instrument	1. Observe the teacher demonstrate the position of play, hold and mode of sound production from their instruments 2. Observe the most skilful to play a melody instrument.	1. Chalk board 2. Musical instruments.	Students to: 1. play a given melodic or rhythmic fragment together. 2. demonstrate the skills they have acquired on their instruments by playing a piece together.
2.	Melody writing	Students should be able to: 1. identify and write down sounds of different pitches 2. combine different pitches in meaningful rhythm to form short simple melodies	1. Pitch differentiation 2. Knowledge of intervals. 3. Step wise movements notes using solfa notation.	1. Writes and sings a short familiar melody of not more than 4bars on the chalkboard 2. Asks the students to reproduce the melody 3. Discusses a step wise movement with regards to interval	1. Sing a familiar melody after the teacher 2. Identify the internal differences between the notes that form step wise movements in a melody	1. Chalk board 2. Manuscript paper	Students to: write down from dictation a melody played by the teacher.

MUSIC
SS I
SECOND TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE (APPLIED MUSIC)

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Ensemble playing African)	Students should be able to: 1. exhibit confidence in their handling of musical instruments 2. play together irrespective of gender 3. form groups of 2, 3, 4 or more instrumentalist	1. Use of different African musical instrument e. g pot drum, wooden drum, maracas, flute, drums e. t. c. 2. Group playing 3. Playing with accompaniment to a given tune.	1. Discusses the nature of instruments as they play individually. 2. Practices how to combine African insets in an ensemble 3. Collects folk tunes and suggest suitable instrumental accompaniments	1. Show interest in playing their various instruments as they play individually. 2. practise how to combine African instruments in an ensemble 3. collect folk tunes and suggest install accompaniments	1. Various traditional musical instruments 2. Folk tunes	Students to: 1. demonstrate the skills of combining instruments in an ensemble 2. practice the accompaniment to a given tune.
4.	Musical instruments (western)	Students should be able to: 1. learn how to play some western musical instruments e. g recorder, flue trumpet, piano 2. learn the skills of playing the musical instruments of their choice 3. play some known melodies inducts trios and quartets.	1. Knowledge of the skills and techniques of playing. 2. Playing of some western musical Instruments. 3. Playing simple familiar tunes.	1. Explains the skills of playing various musical instruments 2. Plays a known piece on any instrument of his choice 3. Guides students in playing some familiar tunes.	1. Play some drills on their individual instruments 2. Play in ducts, trios and quartets e. g. flute and Plano or trumpet and drums	1. Available musical instruments 2. Scores of not more than & bars.	Students to: 1. play a given melody on their instruments 2. play as an ensemble

MUSIC
SS I
SECOND TERM

THEME: MUSICAL PRACTICE AND PERFORMANCE (DANCE)

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Nigerian dance styles	Students should be able to 1. state the use and functions of dance in the Nigerian society. 2. state the form of traditional dance.	1. Nigerian Traditional dance styles. 2. Uses and functions of dance in the Nigerian society. 3. The contexts of Nigerian dance e. g. religious, social economic, cultural, e.t.c.	1. Discusses the various uses. 2. Demonstrates some examples of ethnic dances through the process of choreography. 3. Enumerates the contexts of Nigerian dances e. g religious, social economic cultural e. t. c.	List the functions of dance and the context in which the dances are used.	1. Dance notes 2. Pictures 3. Video tapes. 4. Traditional musical instruments	Students to: perform any traditional dance style.
6.	Western dance styles.	Students should be able to: differentiate between the social, ballistic and modern dance styles.	1. Features of dance. e. g social dance ballistic and modern dance styles. 2. Various art forms 3. Differentiate between the social, ballistic and modern dance styles.	Demonstrates examples of these dances for students better understanding	List the various art forms and practice them as taught by the teacher.	1. Recorded music 2. Video tapes 3. Dance note book.	Students to: perform a special social dance as directed by the teacher.
7.	African and western dance styles	Students should be able to: 1. identify the forms of choreography. 2. analyze the fundamental differences between African and western dances. 3. perform a dance from any of the two dance styles.	1. Expression and communication in dance. 2. Simple choreographic forms: a. dance drama b. AB, AB c. ABC, ABC 3. The differences between African and western dance styles.	1. Enumerates the differences between African and western dance. 2. Leads the students to choreograph a dance.	1. List three major differences between African and western dance styles. 2. Choreography a dance for a group of 10 i.e 5 males, 5 females .	1. Live music 2. Costumes 3. Staging materials	Students to: produce either a western or African dance for school community.

**MUSIC
SS I
SECOND TERM**

THEME: MUSICAL PRACTICE AND PERFORMANCE (DANCE)

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	A. Main-tenancy care and tools. B. Repair/servicing	Students should be able to: 1. name particular traditional musical instruments and group them accordingly. 2. explain the physical features of any traditional musical instrument. 3. learn the names of the tools used in the construction maintenance, care and repaired of named traditional musical instruments. 4. identify some common problem associated with named traditional musical instruments e. g. sekere (Rattle), Ekwe (wooden slit dram), inoloxy Lophone.	1. Classification of traditional musical instruments. 2. Storage and tools for making various instruments. 3. Problem identification and tools for repaired in technologist workshop.	1. Explains the physical features of a particular fractional musical instrument. 2. Draws the instrument or uses a pictorial chart to mark the parts of the instrument. 3. Demonstrates to the students how to take care of and preserve the instrument. 4. Shows the students the tools used in making named musical instruments and how to use them. 5. Explains to the students how to identify problems in an instrument. 6. Demonstrates how to repair and handle instrument with appropriate tools.	1. Take notes as the teacher explains the features 2. Describes the physical features of any musical instruments brought by the teacher 3. List the ways of caring for the musical instruments available them. 4. learn the names of tools and how to use them. 5. Emulate what the teacher has done in class 6. attempt to repair a damaged musical instrument	1. Chalkboard 2. Chart or chagrin of local musical instruments. 3. Various tools used in the making of various instruments. 4. Repair kit tool box. 5. Musical instruments.	Students to: 1. list 4 ways of caring/maintaining a given traditional musical inst. 2. describe the physical features of one or two musical inst. 3. draw any traditional musical inst of their choice 4. try to use the tools to construct any musical instrument of their choice. 5. List the necessary tools in a technology workshop. 6. enumerate common problems in circling local musical instruments.

**MUSIC
SS I
SECOND TERM**

THEME: MUSICAL PRACTICE AND PERFORMANCE (DANCE)

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Maintenance care and servicing	Students should be able to: 1. identify and name orchestral instrument at sight. 2. identify common problems associate with named musical instrument.	1. Identification of orchestral instrument 2. Classification of orchestral instruments. 3. Common problems associated with orchestral instruments.	1. Uses a chart of western musical instruments to classify each. 2. Explains the common problems associated with each instrument.	1. List the orchestral instruments they know. 2. Take notes on the problems of each instruments explained by the teacher.	Chart of orchestral instruments	Students to: differentiate between orchestral and dance band instruments.
10	Computer music (soft ware)	Students should be able to: 1. operate and install a software programme in the computer e. g. finale or sibelio. 2. use the computer to write music 3. observe the use of a digital keyboard in programming music	1. Operating a computer 2. Installing software into a computer. 3. Programming	1. Boot the computer and explains the steps in booting a computer. 2. Explains the importance of soft ware especially the finale, in writing music. 3. Explains to the students how to program a simple rhythm.	1. Take notes as the teacher explains the processes of booting the computer 2. Take notes on the instillation of software in a computer 3. Reconnect a digital keyboard 4. Shows step by step how to program short rhythm pattern	1. A guitar 2. A tuning fork 1. C.P.U 2. Music software especially finale or sibelio 3. Digital key board	Students to: recount the procedures in booting and installing of music soft ware.
11	REVISION						
12	EXAMINATION						

**MUSIC
SS I
THIRD TERM**

THEME: INTRODUCTION TO MUSIC TECHNOLOGY (AFRICAN MUSICAL INSTRUMENT)

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Maintenance care and servicing	Students should be able to identify and name orchestral instrument at sight.	1. Identification of orchestral instrument 2. Classification of orchestral instruments. 3. Common problems associated with orchestral instruments.	1. Uses a chart of western musical instruments to classify each. 2. Explains the common problems associated with each instrument.	1. List the orchestral instruments they know 2. Take notes on the problems of each instruments explained by the teacher.	Chart of orchestral instruments	Students to differentiate between orchestral and dance band instruments.
2.	Tuning	Students should be able to 1. identify a dis-tuned instrument. 2. tune them as directed by the teacher.	1. Procedures of tuning a particular musical instrument e. g guitar. 2. Trumpet 3. Flute.	1. Explains to the students the procedures of tuning a particular musical instrument e. g guitar, trumpet 2. Tunes a guitar step by step for the students to observe. 3. Plays a flute with a table chart. For the students	1. List the procedure on how to tune a guitar. 2. Attempt to tune a guitar trumpet and flute as directed by the teacher.	1. A guitar 2. A tuning fork	Students to 1. identify an instrument there is out –of –tune 2. list the steps taken to tune the instrument as in (1) above.
3.	Computer music	Students should be able to 1. identify a programmed music as distinct from live performance. 2. observe the use of a digital keyboard in programming music.	1. Meaning of computer programming 2. Steps in programming 3. The differences between programmed music and live performance.	Explains to the students how to program a simple rhythm pattern with a digital keyboard	1. Recognize a digital keyboard. 2. Shows step by step how to program a shat rhythm or melodic pattern.	Digital keyboard	Students to 1. identify a digital keyboard instrument. 2. list the steps in programming a piece of music.

**MUSIC
SS I
THIRD TERM**

THEME: INTRODUCTION TO MUSIC TECHNOLOGY (AFRICAN MUSICAL INSTRUMENT)

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Pre-colonial African music	Students should be able to: acquaint themselves with the musical practice of Africans before the colonial era.	1. History of African music. 2. Uses of African music i. e folk music, work song festival music. 3. Singing of folk song.	1. Narrates the history of African music itemizing the musical genres that existed before colonialism i. e folk music, work song, festival music, e. t. c. 2. Sings a folk song for the student,	1. Listen and ask questions 2. Sing the folk song as led by the teacher.	1. History text book 2. Chalk board	Students to: write short notes on the music of Africans before the colonial era.
THEME: HISTORY AND LITERATURE OF MUSIC							
5.	Western music (medieval period)	Students should be able to: 1. familiarize themselves with the types of music in the medieval period (800-1400). 2. appreciate the various forms and styles of medieval period e. g . use of chord, modes and charts.	1. History of western music- medieval period (800-1400). 2. Forms and styles of medieval period e. g. use of chord modes and charts. 3. Composers of the medieval period and their contributions to the development of musical form and instruments.	1. Narrates the history of music before 1400. 2. Analyses the features of early music with regard to the composers and the developments in form and musical instruments.	1. Listen to the history narrated by the teacher. 2. Take note of the major features of early music. 3. List the composers of the medieval period and their contributions to the development or musical form and instruments.	1. History text book 2. Chalk board 3. Pictorial charts.	Students to: write short notes on the music of the medieval period.

**MUSIC
SS I
THIRD TERM**

THEME: HISTORY AND LITERATURE OF MUSIC

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Renaissance period (1400-1600)	Students should be able to: 1. identify the characteristics of the renaissance period. 2. acquaint themselves with some composers of the renaissance period and their works.	1. History of music renaissance period (1400- 1600). 2. Composers of the renaissance period. 3. Composers works.	1. Provides students with excerpts of music of the period. 2. Names two major composers of the renaissance period and their works (Palestrina and others). 3. Explains the musical features of the period.	1. Listen and ask questions 2. Take notes on the topic taught	1. Tape recorder 2. Musical examples 3. Music scores 4. Chalkboard.	Students to: mention 2 composers of renaissance period and their works
7	Pre-colonial African music	Students should be able to: list the features of the music of pre-colonial African especially Nigeria.	1. Types of music in Nigerian. 2. Functions of 3. Uses of music	1. Lists the types of music in Nigerian which include rara oriki, aru, folktale songs, minstrel songs e. t. c. 2. Explains the context in which music is used in African selling ritual, lullaby, ceremonies, palliate music e. t. c. Introduces folk song that teaches moral values e. t. c.	1. Sing a folk song from their localities 2. Write the use of music in their localities	1. Text book 2. Chalk board 3. Pictorial charts	Students to: 1. write lessons learnt from two folk songs given by the teacher. 2. list 3 examples of types of music in Nigeria.

MUSIC
SS I
THIRD TERM

THEME: HISTORY AND LITERATURE OF MUSIC

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Western music (medieval and renaissance period)	The Students should be able to: identify, discuss and analyze the students features and from of the vocal and instruments music of the periods.	1. Instrumental and vocal music of medieval and renaissance 2. Forms of music of medieval and renaissance periods 3. Features of instrumental and vocal music	Itemizes the forms of music of medieval and renaissances periods such as madrigal, motet, oratorio, cantata allemande, concerto e.t.c.	listen and ask questions applicable.	1. Piano 2. Recorded music 3. Musical score	Students to: list and explain 2 forms of music of the medieval and two of the renaissance period.
9	Pre-colonial African music (Nigeria)	Students should be able to: 1. identify traditional musical instruments. 2. recognize them in any ensemble of available instruments.	1. Identification of traditional musical instruments. 2. Classification of traditional musical instrument. 3. Functions of musical instruments.	1. Shows the available instruments to the students. 2. Gives the names of the instruments and their musical functions. 3. Discusses their families in an ensemble. 4. Lead the students to make music.	1. Take note of the physical features of the instruments 2. Play each instrument to learn it's distinct sound 3. Play music together in an ensemble	1. Available traditional instrument e. g. gangan, agogo, goje, ese, udu, obodom, etc 2. Pictures/ charts of non-available instruments 3. Recorded music	Students to: 1. list 10 indigenous musical instruments. 2. play music in an ensemble as guided by the teacher.
10	Western music (medieval and renaissance period)	The Students should be able to: identify, discuss and analyse the students features and from of the vocal and instruments music of the periods.	1. Lives and works of these composers. E G: i. Pope Gregory ii Palestrina iii William Byrd. 2. The influence of their music to the period.	1. Plays some of the works of the composers mentioned. 2. Discusses the lives and works of the composers e. g. i. Pope Gregory ii. Palestrina iii. William Byrd. 3. Highlights the influence of their music on the period.	1. Listen and take note of the lives and works of the composes 2. Ask questions where necessary.	1. Tape recorder 2. Tape recorded music 3. Fictional chart 4. musical scores	Students to: write shorts notes on the lives and works of one composer from each of the periods.
11	REVISION						
12	EXAMINATION						

HISTORY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
1	Introductory Lesson. What is History and why we teach History.	Students should be able to: 1. explain the concept of History. 2. give reason why we teach History.	a. Definition of History. b. Reasons why we teach History. - To enable the next generation know about their environment. - To provide future historian. - History gives us satisfaction and enjoyment. - History makes us appreciate changes in the society. - To see consistency or inconsistency in the relationship of recent events to what has happened in the past.	1. Uses explanation and guided question to give the meaning of history. 2. Leads students to watch video documentary.	1. Listen to the teacher. 2. Participate in class activity and ask question. 3. Watch video, documentary.	1. Textbooks 2. Video documentary on the meaning of History.	Student to: 1. explain the meaning of History. 2. give reasons why we teach History.

HISTORY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Sources of History and Dating.	Students should be able to: identify different sources of History and dating.	<p>Sources of History and dating include.</p> <ol style="list-style-type: none"> 1. Oral History from living witnesses. 2. Written materials e.g letter memories. 3. Archaeological findings. 4. Anthropology 5. Linguistic evidence. 6. Physical objects such as farm implements masters, Artwork, Ornaments etc. 7. Radio carbon dating. 8. Siteology and the use of History movements via visitations. 9. Excavation. 10. Human remains (Bones and fossil remains). 	<ol style="list-style-type: none"> 1. Through class discussion leads students to identify the sources of History. 2. Asks students to find out from home the oral tradition of the country. 3. Undertakes an excursion to a museum or an ancient palace. 	<ol style="list-style-type: none"> 1. Participate actively in the class discussion. 2. Ask question and carryout the class assignment. 3. Participate in the excursion. 4. Ask questions and write notes on their findings. 	<ol style="list-style-type: none"> 1. Countries from old Newspaper featuring important national events. 2. Cultural artifacts. 3. Pictures and video documentaries on Archeological findings. 4. Pictures of objects found by Archeologist in Nigeria. 	<p>Students to</p> <ol style="list-style-type: none"> 1. identify sources of History and dating. 2. students state the limitations of oral traditions.

HISTORY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
3.	Historical skills (Accented modern approaching)	Students should be able to: 1. explain the meaning of Historical skills. 2. describe ancient and modern approaches in History.	Historical skills include 1. Collection of data 2. Interpretation/analysis of tridence what could be biased, fragmented or partly incorrect. 3. Try to discover the pattern of meaning to enduring question of human life. 4. Explain how various historian saw History - Polybius - Christian and Muslim Histories - Hegel - African Histories	1. Divide the class into groups to discuss Historical skills. 2. Assigns students to collect oral and written information about their clan community. 3. Encourages students to interpret and submit their findings.	1. Participate in class discussion on Historical skills 2. Students ask questions 3. Students carryout their class assignment.	1. Cultural Artifacts 2. An audio biography 3. Audio tape containing oral tradition about the History of a community 4. Books on Historiography that contained the ancient and modern approaches	Students to: 1. explain the meaning of Historical skills 2. describe ancient and modern approaches to History.
4.	Prospect of ICT in Historical Studies	Students to mention prospect of ICT in Historical Studies	Prospect of ICT in Historical Studies Advances in information and communication technology allows for live recording of important events and development	1. Invites a resource person who must be an expert in ICT with the knowledge and application in historical studies to talk to the class on the prospects of ICT in Historical studies. 2. Organizes an excursion visit to a cybercafé where the students take view.	1. Listen to the resource person and ask questions. 2. Write down notes. 3. Participate actively in the excursion to the cybercafé.	1. Resource person 2. Equipment for watching satellite television. 3. Video recording of part school events like inter-house sport. 4. Cyber Café	Students to: list prospect of ICT in Historical studies.

HISTORY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Land and People of Nigeria	Students should be able to: 1. describe the main geographical features of Nigeria. 2. locate the various Nigerian people on the map of the country. 3. identify the impact of geography on the History of the people of Nigeria.	1. March geo-political zones into which Nigeria can be divided and their main features e.g Gatal, Forest Savannah, Semi Savannah and the real Savannah. 2. Main physical features especially rivers and mountains. 3. Areas occupied by the people such as Kanem, Bornu, Hausa states, Nupe, Igala, Julan, Igbo Argas, Birom, Calabar 4. The Yoruba especially Ife, Oyo, Bening, Ijavi and Itsekiri. 5. Occupations and products. 6. Movement of people and means of transportation. 7. Geographical habitant and other factors for inter-group relations and exchange.	1. Locate the main geographical zones and identify their main features. 2. Indicate the areas occupied by the people listed under content. 3. Uses explanation and discussion to help the student identify the impact of geography on human activity.	1. Participate in class assignment 2. Listen to the teachers explanation and take down notes.	1. Physical map of Nigeria. 2. A map of Nigeria showing the location of various people 3. Drawing or pictures showing (a) Products from the vegetational zone. (b) Dress codes. (c) Cultural crafts of Nigerian people.	Students to: 1. describe the main geographical features of Nigeria. 2. identify the impact of geography on the History of the people of Nigeria.

HISTORY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Tradition of origin of various groups	Students should be able to: 1. state the tradition of origin of Nigerian people. 2. identify the traditional links of certain groups of Nigerian people in the process of migration.	The tradition of citizen of the Karembu, Kanuri, Hausa, Numpe, Igala, Jukaun, Ife, Oyo, Benin	1. Asks students to investigate and report back to the class the origin of their own people. 2. Uses explanation and discussion method to help the students to state the traditions of origins of Nigerian people.	1. Carryout class assignment and report back to class. 2. Participate in class discussion.	1. Ethnic map of Nigeria. 2. A chat showing the ethnic groups in Nigeria and the states where they are found.	Students to: 1. narrate traditions of origin of Nigerian people. 2. identify traditional links of groups of Nigerian peoples.
7.	Tradition of origin of other groups	Students should be able to: 1. state the tradition of origin of Nigerian people. 2. identify the traditional links between these people.	The tradition of origin of the Ijaw, Itsekeri, Efik, Ibibio, Urhobo, Isoko and Igbo and Idoma.	1. Asks students to investigate and report back to the class the origin of their own people. 2. Uses explanation and discussion method to help the students to state the traditions of origin of Nigerian people.	1. Carryout class assignment and report back to class. 2. Participate in class discussion.	1. Ethic map of Nigeria. 2. A chat showing the ethic groups in Nigeria and the stakes where they are found.	Students to: 1. narrate traditions of origin of Nigerian people. 2. identify traditional links of groups of Nigerian peoples.

HISTORY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
7.	Tradition of origins of other groups	Students should be able to: 1. state the tradition of origin of Nigerian people. 2. identify the traditional links between these people.	The tradition of origin of the Ijaw, Itsekeri, Efik, Ibibio, Urhoko, Isoko and Igbo and Idoma	1. Asks students to investigate and report back to the class the origin of these groups in Delta State. 2. Uses explanation and discussion method to address the origin of these people.	1. Carryout class assignment and report back to class. 2. Participate in the class discussion. 3. Take down note.	1. Ethnic map of Delta State. 2. A chat showing the ethnic groups in Delta State. 3. The various dress codes of these people.	Students to: 1. narrate the tradition of origin of these groups in Delta State.
8.	Centres of Ancient Civilization	Students should be able to: 1. locate nok, igbo-ulawu, ife and benin on a map of nigeria. 2. identify the main features of the civilization of nok and igbo-ulawu. 3. describes some of the artistic work of Nok and Igbo Ulawu.	1. Features of work, Igbo Ulawu civilization. 2. Discusses of their occupation pursuit. 3. Artistic works of Nok and Igbo-Ulawu. 4. Relationships between the centre of ancient civilization and other groups.	1. Asks students to locate Nok and Igbo Ulawu in map of Nigeria. 2. Uses explanation and discussion methods. 3. Organizes an excursion to the museum and these centres.	1. Locate Nok and igbo-ulawu on the map of Nigeria. 2. Participate in class discussion and ask questions. 3. Take down notes. 4. Participate in the excursion to museum and these centres.	1. Map of Nigeria showing Nok and Igbo-ulawu. 2. Photography of the various works of art from Nok and Igbo-ulawu.	Students to: 1. identify the main features of civilization of nok igbo-ulawu. 2. describes some of the artistic works 3. describes the life of man on nok and igbo-ulawu. 4. examines relations between the peoples of Nok and igbo-ulawu.

HISTORY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Centers of Ancient Civilization	Students should be able to: 1. locate ife and benin on a map of Nigeria. 2. identify the main features of civilization of ife and benin. 3. describe some of the artistic works of ife and benin. 4. explain the relationship between the people of Benin and Ife.	1. Features of Ife and Benin civilization . 2. Discussion of their occupational pursuit 3. Artistic works of Ife and Benin. 4. Relationship between these centers of Ancient civilization and other groups.	1. Asks students to locate Ife and Benin on the map of Nigeria. 2. Uses discussion and explanation method. 3. Organizes an excursion to the museum and these centers.	1. Locate Ife and Benin on the map of Nigeria. 2. Participate in the class discussion and ask questions. 3. Take down notes. 4. Participate in the excursion to museum and these centers.	1. Map of Nigeria showing Ife and Benin. 2. Photograph in the class discussion and ask question.	Students to: 1. identify the main features of civilization of ife and benin. 2. describe some of the artistic works. 3. describe the life of man in nok and igbo-ulawu. 4. examine relations between the people of Ife and Benin.
10	The State formation process. The centralized states.	Student should be able to: identify features that differentiate process of State formation.	1. Early beginnings (Village Communities). 2. The first attempts of building larger units: persons and methods. 3. The rise of capital cities 4. The role of the environment and Economic endowments. 5. The role of leadership. 6. Conflicts and accommodation in the state formation in process. 7. Similarities and differences.	1. Uses explanation and discussion noted and ask question 2. Identifies factors that influence state formation.	1. Participate the discussion, listen to teacher's explanation, ask questions and take down notes.	Historical map of Nigeria showing the appropriate extent of each state.	Students to: identify factors that influence the process of state formation.
11	REVISION						
12	EXAMINATION						

HISTORY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Centralized State. Kanem-Bornu up to 1800	Students should be able to: 1. identify the main stages of the state formation process in kanem and bornu. 2. describe the sociopolitical institutions of the state. 3. explain the nature of the economy of kanem and bornu. 4. describe the coming of island into kanem. 5. identify important rulers of kanem and bornu. mention their main achievement. 6. describe the relations between Bornu and other Nigerian groups.	1. Phases of development 2. Sociopolitical organization of Kanem state. 3. The coming of Island into Kanem and Bornu and its impacts on the rulers and society. 4. Problems of unity and stability. 5. The rise of Bornu empire. 6. The Economic activities of Bornu Empire (Agriculture, Fishing, Trade, Crafts and Industries). 7. Relations with Hausa land and other Nigeria people.	1. Ask students to locate Kenem and Bornu on a map of Nigeria. 2. Uses explanation and description method to achieve the lesson objectives.	1. Locate Kanem and Bornu on the map. 2. Listen to the teacher's explanation. 2. Participate in class discussion, ask questions and take down notes.	1. Map showing trans-Saharan trade routes. 2. Map showing trade routes connecting Kanem and Bornu to their neighbours. 3. Pictures/chat or drawing showing important rulers, their years of rule and main achievements.	Students to: 1. identify the main stages of stake formation process in Kanem and Bornu. 2. describe the socio-economic organization of Kanem state before the coming of Island 3. discuss the coming of Island into Kanem, Bornu and its impact on the rulers and society. 4. discuss the problems of unity and stability in the state. 5. discuss the rise of the Bornu empire. The move to Ngazargamu and the Economic activities of the new empire. 6. describe the nature of relationship.

HISTORY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	The Hausa state up to 1800	Students should be able to: 1. identify the area referred to as the hausa states. 2. mention the main phases through which hausa states passed in their evolution to state hood. 3. describe the main economic activities of the hausa state like kano and katsina. 4. island in hausa land. 5. explain why wars was fought among different states in hausa land. 6. relation with other Nigerian groups.	1. From village settlement to form indicating factors in development of Hausa state. 2. Hausa sociopolitical organization. 3. The Economy of Hausa land; Agriculture, Fishing, Trade, Crafts and Industries.	1. Asks students to identify specific Hausa centers on a map of Nigeria 2. Uses both discussion and explanation methods to achieve the lessons objectives 3. Visits to one traditional Hausa city and a Museum.	1. Locate specific Hausa centres on a map of Nigeria 2. Listen to the teachers explanation 3. Participate in class discussion. 4. Take down notes.	1. Map of Nigeria showing the Hausa states and trade routes linking them together. 2. Pictures/chat or drawings showing names of important rulers, their years of ruler and main achievements.	Students to: 1. mention the main phases through which hausa state passed in their evolution to statehood. 2. explain the socio-political organization of the hausa people. 3. describe the main economic activities of the hausa states like kano and katsina. 4. explain why wars were fought among different state in Hausa land.

HISTORY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Nupe up to 1800	Students should be able to: 1. explain how this state emerged. 2. describe the main Economic activity of the Nupe. 3. explain how Nupe society was organized. 4. explain the role of Rivers, Niger and Benue on Nupe History. 5. pre-issued Nupe. 6. the coming of Isoed and the rise and organization of the Nupe organization. 7. the Nupe Economy 8. nupe and other Nigerian people.	1. Pre-Isoede Nupe and relations between the component parts. 2. The coming of Isoede and the rise and organization of Nupe kingdom. 3. The Nupe Economy (Agriculture, Fishing, Trade, Crafts and Industries).	Uses both explanation and discussion methods to achieve the lesson objectives	1. Listen to teacher's explanation. 2. Participates in class discussion. 3. Take notes and ask question.	1. Map of Nigeria showing location of Nupe and her trade routs. 2. Photopgraph showing crafts and industries of the Nupe e.g Glass, Bronze and Beads. 3. Photograph or drawing of Egba Isoede.	Students to: 1. explain how this state emerged. 2. describe the main Economic activities of Nupe. 3. explain how Nupe society was organized. 4. explain the roles of Rivers, Niger and Benue on Nupe History. 5. describe the relations between Nupe and her Neighbour.
4.	Igala up to 1800	1. Students should be able to: 1. explain the evolution of Igalas. 2. describe the main Economic activities of the Igalas. 3. describe Igala relations with others.	1. The Evolution of Igala. 2. The Igala Economy – Agriculture, Fishing, Hunting, Crafts, Industries, Trade). 3. Igala, relations with other Nigerian people.	Uses the explanation and discussion methods to achieve the objective of the lesson.	1. Listen to the teacher's explanation. 2. Participate in the class discussion. 3. Take notes and ask questions.	1. Map of Nigeria showing the location of the Igala and her trade. 2. Photogrpah showing the crafts and industries of the Igalas.	Students to: 1. explain how the Igalas emerged. 2. describe the main economic activities of the Igalas.

HISTORY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	The Jukun Kingdom	Students should be able to: 1. explain the peculiar place of the Jukun in Nigeria History. 2. explain the basis of their military power. 3. describe the place of religion in Jukun society.	1. Jukun's migration and settlement in the middle Benue region. 2. Social organization of the Jukun with particular attention to the place of religion in Jukun society. 3. The rise of Jukun to military dominance. 4. The relations between Jukun and Hausa land, Bornu, other surrounding people.	1. Asks students to locate the position of the Jukun on a map of Nigeria. 2. Uses both explanation and discussion method to achieve the objectives of the lesson.	1. Locate the position of the Jukun on the map of Nigeria. 2. Listen to the explanation of the teacher. 3. Ask questions and take down notes.	A sketch map of Nigeria showing the Jukun state.	Students to: 1. explain the peculiar place of the Jukun in Nigerian history. 2. explain the basis of the military power. 3. describe the place of religion in Jukun society.
6.	Ife and Ojo	Students should be able to: 1. mention the theories of Yoruba origin and relations between Ife and the rest of Yoruba land. 2. describe the sociopolitical organization of the Yoruba. 3. explain the place of Ife in Yoruba History. 4. describe the rise and growth of the old Oyo empire.	1. Theories of Yoruba origin and the relations between Ife and the rest of Yoruba land. 2. Socio-political organization of the Yoruba kingdom. 3. The rise and growth of the old Oyo empire. 4. Oyo empire and the political organization. 5. The Economy of Oyo (Agriculture, Fishing, Trading, Crafts and Industries). 6. Relations with Nigerian groups outside the empire.	1. Asks students to locate the position of old Oyo and present Oyo on the map. 2. Uses both discussion and explanation methods to achieve the objective of the lesson.	1. Locate the position of old Oyo and present Oyo on the map. 2. Picture & chat or drawing showing names of important rulers, their years of rule and main achievements. 3. Listen to teacher's explanations, ask questions and takedown notes.	1. A sketch map of Nigeria showing the location of old Oyo. 2. Pictures/chat or drawings showing names of important rulers, their years of rule and main achievements.	Students to: 1. mention theories of Yoruba origin and relations between Ife and the rest of Yoruba land. 2. describe the sociopolitical organization of the Yoruba. 3. explain the place of Ife in Yoruba History. 4. describe the rise and growth of the Old Oyo Empire.

HISTORY SS I SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Benin	Students should be able to: 1. describe the stages of development. 2. access the contributions of Benin rulers to the development of the kingdom. 3. describe the Economy of Benin. 4. describe the relationship between Benin and the neighbours like Yoruba, Oyo.	1. Foundation and early history stressing the growth from village community to kingdom. 2. Oramiyan and the founding of the new Dynasty. 3. The early kingdom and the rule of Ogiso. 4. The sociopolitical organization of the Benin kingdom. 5. The warrior kings of Benin-Eware, Osohua, Esigie. 6. Internal problems and decline 7. Benin and her neighbours 8. The Benin economy (Agriculture, Fishing, Trade, Crafts and Industries). 8. Benin and the European.	Uses both explanation and discussion methods to achieve the objective of the lesson.	1. Listen to the explanation of the teacher. 2. Participate actively in the discussion of the class. 3. Ask question and take down notes.	1. A sketch map showing Benin and the empire, showing the trade routes linking it with her neighbours. 2. Photograph of the Oba of Benin in full regalia. 3. Photograph of Benin Bronze, Carving and City walls.	Students to 1. describe the stages of development. 2. access the contributions of Benin rulers to the development of the kingdom. 3. describe the Economy of Benin. 4. describe the relationship between Benin and the neighbours like Yoruba, Oyo.
8.	The Efik	Students should be able to: 1. identify the factors which led to the rise of the Efik states. 2. explain the sociopolitical organization of the Efik. 3. describe the Economic activities. 4. discuss contract with Europeans 5. discuss relatory.	1. Foundation and the early History stressing the Efik migrations. 2. The challenges of the environment and the rise of the Efik state. 3. The sociopolitical organization of the Efik. 4. The Economic activities of the Efick including the commercial relation with other Nigerian. 5. The coming of the Europeans and the impact on the Efik.	1. Asks students to locate the Efik land on the map of Nigeria. 2. Uses explanation and discussion methods to achieve the objectives of the lesson. 3. Leads students to identify the occupation of the Efik.	1. Locate the Efik on the map of Nigeria. 2. Listen to the teachers explanation. 3. Participate in the discussion in class. 4. Ask question and take down notes.	1. Map of Nigeria showing Efik land. 2. Pictures, drawings and video clips of Efik masquerade and a canoe regatta.	Students to: 1. identify the factors which led to the rise of the Efik state. 2. explain the sociopolitical organization of the Efick. 3. describe the Economic activities. 4. discuss the impact of contact with the Europeans. 5. discuss the relations

HISTORY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	The Igbo	Students should be able to: 1. trace the tradition of origin of the Igbo. 2. identify the main features of the sociopolitical organization of the Igbo. 3. describe the economic activities and organization of the Igbo. 4. discuss the Igbo relations with other Nigerian people.	1. The tradition of origin of the Igbo. 2. Sociopolitical organization of the Igbo. 3. Economic activities and organization of the Igbo. 4. Igbo relations with other Nigerian people.	1. Explanation and discussion methods to achieve the learning objectives 2. Locate the area occupied by the Igbo in the Nigerian map.	1. Listen to the teacher's explanation 2. Participate actively with the discussion in class.	Map of Nigeria showing the Igbo land in Nigeria.	Students to: 1. describe the stages of development of the Igbo people. 2. describe the sociopolitical of the Igbo people. 3. discuss the relations between the Igbo and their neighbours.
10	The Itsekiri	Student should be able to: 1. trace and narrate the origin of the Itsekiri. 2. identify the main features of their sociopolitical organization. 3. describe the Economy of the Itsekiri. 4. discuss the coming of the Portuguese and Itsekiri involvement in the Atlantic slave trade.	1. The origin of the Itsekiri. 2. Sociopolitical organization. 3. The Itsekiri Economy. Commercial relations with the other people of Nigeria. 4. The coming of the Portuguese and the Itsekiri involvement in the Atlantic slave trade.	1. Explanation and discussion methods. 2. Locate the area occupied by the Itsekiri in the Nigerian map.	1. Locate the area occupied by the Itsekiri in the map 2. Listen to the explanation by the teacher. 3. Participate in the class discussions.	Map of Nigeria showing the Itsekiri land.	Students to: 1. describe the origin of the Itsekiri. 2. describe the Economy of the Itsekiri. 3. trace the involvement of the Itsekiri in the Atlantic slave trade. 4. describe the Itsekiri relations with other people.
11	REVISION						
12	EXAMINATION						

HISTORY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Non-centralized States	Students should be able to: 1. identify the main features of the social and political organization of the Non-centralized states. 2. identify aspects of their sociopolitical institutions which cut across lineages and villages.	1. General characteristics of the non-centralized states. 2. Main sociopolitical institutions of the people (Igbo, Ibibio, Isoko, Idoma, Tu, Birom, Angas). 3. The covering of the government. 4. Unifying factors – Agecrab Association, Inter-manages. 5. Economic activities of the Non-centralized states. 6. Explain the arrangements made for settling issues and disputes. 7. Discuss socio-political relations between these peoples and other groups 8. Identify the relationship between centralized and non-centralized states.	explanation and discussion methods to achieve the lesson objectives.	Listen to the teacher and participate actively in class discussion.	Map of Nigeria showing the various states.	Students to: 1. identify the main features of the social and political organization of the non-centralized polities of Nigeria. 2. explain the arrangements made for setting issues and disputes. 3. identify the relationship between the non-centralized states and the centralized states.

HISTORY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	Inter Group Relations Economic Activities and Inter Group Relations	Students should be able to: 1. describe the nature of commercial relations between Nigeria diverse people. 2. access the impact of economic activities on inter-group relations.	1. Exchange of commodities and a major determinant of inter-group relations. 2. Inter-marriages 3. Lingualism and linguistic borrowings 4. Cultrual borrowing (Nupe Egungun taken out by the Oyo-Yoruba.	Uses explanation and discussion methods to achieve the lesson objectives.	Listen to the teacher's explanation and participate in class discussion.	1. Physical and Ethic maps of Nigeria. 2. Map of the trade routes.	Students to: 1. describe the nature of commercial relations between Nigeria, diverse people. 2. discuss the impact of Economic activity on inter group relations.
3.	Types of Inter-Group Relations	Students should be able to: 1. identify various types of Inter-Group Relations. 2. access the impact of Inter-group relations.	1. Specialization in crafts and industries and effects on later group relation. E.g trading craftsmen plying their trade and setting in different parts of the country. 2. Movement of people to centres of specialization from other areas. 3. Trading associations and groups whose activities cut across lineages and territories eg. Akwa, Aro, Benin, Burno and Hausa.	Explanation and discussion methods.	1. Listen to the explanation by the teacher. 2. participate actively in the discussion in class.	1. Physical map of Nigeria. 2. Map of trade routes.	Students to: 1. identify five various types of inter group relations. 2. access the impact of inter-group relation in Nigerian people.

HISTORY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	The Impact of migrations war and politics on inter group relations	Students should be able to: 1. explain the role of migrations in promoting inter group relations. 2. describe the consequences of war on Inter-groups relations. 3. explain the impact of politics on inter-group relations.	1. Forms and patterns of migrations forced migrations of slaves and of war captures migrant Islamic teachers and students, group fleeing from persistent warfare in kingdoms and empire and their impact on inter-group relations. 2. Wars of expansion and incorporation of other people into kingdoms and empires 3. Founding of dynasties from already established kingdoms.	Uses explanations and discussion methods to achieved the objectives of the lesson.	1. Listen to the teacher's explanations. 2. Participate actively in the class discussions.	Physical and ethnic maps of Nigeria.	Students to: 1. explain the role of migrations in promoting inter-group relations. 2. describe the consequences of war on inter-group relations. 3. explain the impact of politics on inter-group relations.
5.	Indigenous Technology Crafts and Industries	Students should be able to: 1. mention the types of indigenous technology practiced in Nigeria. 2. identify some areas where these indigenous technologies are practiced.	Types of indigenous technology practiced in Nigeria 1. Agriculture e.g shifting culturalism, mixed cropping. 2. Mettacurgy production of iron, Brass, Silver, Gold, tin objects e.g production of farming implements such as Hoes, Axe-heads, Production of war iron traps.	Uses explanation and discussion methods.	1. Listen to the explanations of the teacher. 2. Participate actively in the class discussion.	1. Products of local crafts e.g locally practiced beads. 2. Foot wear pottery, cloth and farm implements.	Students to: 1. identify the types of indigenous technology practices in Nigeria. 2. identify some areas where these indigenous technologies are practiced.

HISTORY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Early External Influences a. Context with North African trade and Islam b. The transaction trade.	Students should be able to: 1. discuss the nature of the trade. 2. describe the trade routes and items of trade.	1. Nature of the trade a. the trade was between North Africa and the Western Sudan through the Sahara desert. 2. There are three trade routes. a. Movocho –Taodeni – Tinbubu. b. Tinpohi- Gladames - Air katime. c. Tripoli- Fezzan – Bornu. 3. Articles of trade include Horses, Salt, Kolanuts, Hide and slen leather, Slaves, Gold.	1. Uses explanation and discussion methods. 2. Writes notes and ask question.	1. Listen to the teacher’s explanation. 2. Participate in the discussion in class. 3. Ask and answer question.	1. Maps of North and West Africa showing the trade routes and the cities along the way. 2. Map showing the terminal and oasis “Paris” of Saharan Caravan. 3. Pictures of camels. 4. Pictures of an oasis.	Students to: 1. discuss the nature of the trade. 2. describe the trade routes and items of trade.

HISTORY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Islamic, Kanem-Bornu	Students should be able to: 1. define the concept of Islam. 2. explain the North African and Saharan influences on Kanem and Bornu. 3. discuss the impact of Islam on Bornu and Kenem.	1. Meaning of Islam, introduction of Islam in North Africa and the Saharan and precise to the coming of Islam to Kanem and Bornu. 2. Mai-Umme and the acceptance of Islam and the acceptance of Islam and the Kanem court. 3. The consolidation of Islam. 4. The role of the Ulamas in the spread of Islam among the ruling Elite and society. 5. The impact of Islam on Karem and Bornu.	Explanation and discussion methods to achieve the lessons objectives.	1. Listen to the teacher's explanation. 2. Participate in the discussion. 3. Ask questions and write down notes.	1. A map of Western Sudan before 1800. 2. Drawing and pictures of Bornu people reflecting their orientation.	Students to: 1. explain North African and Saharan influence on Kanem and Bornu. 2. discuss the impact of Islam on the culture and life of Bornu and Kanem .
8.	Islam in Hausa Land	Students should be able to: 1. discuss the introduction and spread of Islam on Hausa land. 2. describe the conflicts which developed between Islam and local religious practices. 3. discuss the impact of Islam on society and the Hausa land.	1. Contacts between Hausa land, Bornu and Western Sudan and the introduction of Islam in Hausa land. 2. The early spread of Islam in Kano, Katsina and Zazzan. The role of the Wangara Fulani and other Silolars in this process.	Uses explanation and discussion method to achieve the learning objectives.	Listen to the teacher's explanation and participate in class discussion.	1. Map of Sudan belt showing trade routes which linked Hausa land with neighbours eg. Bornu.	Students to: 1. discuss the introduction and speed of Islam in Hausa land 2. describe the conflicts which developed between Islam and local religious practices 3. discuss the impact of Islam on the society

HISTORY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Early European Contacts with the Coastal States	Students should be able to: 1. identify the reasons for European activities. 2. identify the articles of trade and early commercial relations between Nigerian people and Europeans. 3. assess the impact of European contact on the Coastal peoples of Nigeria. 4. prelude to the Atlantic Slave trade.	1. Background to European exploration of West Africa. 2. The arrival of the Portuguese along the Nigerian coast, Lagos and Calabar.	Explanations and discussion methods to achieve the lesson objectives.	1. Listen to the teacher's explanations. 2. Participate in class discussions. 3. Write notes and ask questions.	1. World map showing Africa and Europe. 2. Pictures of articles of trade.	Students to: 1. identify the reasons for European activities. 2. identify the articles of trade and early commercial relations between Nigerian people and Europeans. 3. assess the impacts of European contact on the coastal peoples of Nigeria.
10	Trans-Atlantic Slave Trade Origin of the Atlantic Slave Trade	Students should be able to: 1. explain the circumstances which led to the demand for slaves in Europe and the New World. 2. describe the circumstances which led to the introduction of slave trade in West Africa.	1. The discovery of American and Europeans. 2. European migrations, settlements and activities in the Americas and West Indians. 3. The circumstances which led to the demand for African labour in the West Indies. 4. The demand for African labour and the intensification of the Trans-Atlantic Slave Trade in Nigeria. 5. The organization of the Trade.	1. Uses explanation and discussion methods to achieve the lesson objectives. 2. Organizes excursion to the Museum or Badagry where possible and ask students to write down notes.	1. Listen to the teacher's explanation and participate in class discussion. 2. Write notes and ask questions. 3. Participate in excursion and write reports.	1. Drawing of plantations in the New World. 2. World map showing Atlantic Slave Trade. 3. Pictures of slaves being led.	Students to: 1. explain the circumstance which led to the demand for slaves in Europe and the New World. 2. describe the circumstances which led to the introduction of slave trade in West Africa.
11	REVISION						
12	EXAMINATION						

**GOVERNMENT
SS I
FIRST TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Defining government 1. Characteristic and functions of government. 2. Government as a processor and governing.	Students should be able to: 1. define and state the characteristics of government. 2. explain the functions of government. 3. define the state and explain it's relationship to the government. 4. discuss government as a process or an art. 5. explain the processes of policy formulation and implementation by government.	1. Definition 2. Structure; i. Legislative. ii. Executive iii. Judiciary. 3. Characteristics and Functions. 4. Definition and features of the state 5. Relationship between State and Government. 6. Policy formulation and implementation 7. Rules making 8. Rule implementation 9. Rule adjudication	1. Asks students to identify structures of authority in their: i. Family ii. School iii. School clubs 2. Explains how this relates to government 3. Leads discussion on government. 4. Leads discussion on government as a process.	1. Work in groups to demonstrate family, school and school clubs. 2. Contribute to class discussion. 3. Take notes.	1. Textbooks 2. Newspaper and cutting 3. Films 4. Pictures and Chats of activity. i. Schools ii. State.	Students to: 1. explain the meaning of government. 2. list the features of the state. 3. distinguish between the state and government. 4. describe the process of rule making. 5. state the process of implementation.
2	iii. Government as an academic field of study.	Student should be able to: 1. explain government as an academic field of study. 2. discuss the importance of the study of government. 3. define the state and explain it's relationship to government.	1. Why study government. 2. Some subfield of government i) Local government ii). Public Administration. iii). International relations.	Leads discussion on government as a field of study.	Contribute to discussion and Take notes	1. Textbooks 2. Newspaper Cutting 3. Films 4. Pictures and Chats.	Students to: 1. why is it important to study government in schools? 2. explain the subfield of government.

**GOVERNMENT
SS I
FIRST TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Basic Concepts i. Power ii. Authority	Students should be able to: 1. define power as a key concept in politics. 2. explain how political power in acquired and exercised. 3. state and explain the forms of power 4. define political authority. 5. identify the sources of political authority 6. distinguish between power and authority.	1. Definition of the power 2. The acquisition and exercise of power. 3. Form of power: i. military. ii. political iii .economic 4. Meaning of political authority 5. Sources of political authority. 6. Differences between power and authority.	1. Leads discussion on how power is acquired and exercised. 2. Leads students to differentiate between political power and authority.	1. Take notes. 2. Contribute to discussion.	1. Textbooks 2. Films 3. Newspaper and Cutting 4. Picture and Chats 5.Symbol's of authority. 6. National flag, Coat of Arms.	Students to: 1. what is power? 2. name three forms of power. 3. how can political power be exercised. i. The government ii. The citizens. 4. what are the sources of authority. 5. differentiate between power and authority.
4.	i. Legitimacy	Students should be able to: 1. explain the meaning legitimacy. 2. discuss the basis of legitimacy and it's impact on the stability of government.	1. Meaning of Legitimacy. 2. Factors that determine Legitimacy. 3. Legitimacy as a factor that determine stability of government.	1. Leads discussion on the concept of legitimacy. 2. Revises sources of authority.	1. Contribute to discussion. 2. Take notes.	1. Textbooks 2. Pictures of members of the national.	Students to: 1. why should the government have legitimacy. 2. how does legitimacy ensures stability.

**GOVERNMENT
SS I
FIRST TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
	ii. Sovereignty	Student should be able to: 1. identify sovereignty as: (a). the supreme power in the state. (b). the state of political independence. 2. explain the difficulty in locating where sovereignty lies in a state.	1. Two connotations of sovereignty i. The state of political independence. ii. the supreme power in the state. 2. problem of locating sovereignty. 3. Limitations.	1. Discusses the concept sovereignty. 2. Explains the limitation of sovereignty.	1. Contribute to discussion of sovereignty 2. Take notes.	1. Textbooks. 2. Newspaper Cuttings	Students to: 1. what is sovereignty state? 2. is the power of a state absolute? 3. explain the limitation of sovereignty.
5.	i). democracy Political Culture and political socialization	Student should be able to: 1. define democracy. 2. discuss the main features 3. discuss the meaning of political culture. 4. state the component of political culture. 5. meaning of political socialization. 6. discuss agents of socialization.	1. Definition 2. Main features of democracy. 3. The meaning of political culture. 4. The component of political culture. 5. Meaning of political socialization. 6. Agents of political socialization.	1. Leads a discussion on democracy. 2. Arranges for an excursion to state house of assembly. 3. Leads discussion on political culture and political socialization 4. Arranges debates on the attitude of Nigerians.	1. Contribute to discussion. 2. Go on excursion to observe a democracy at work. 3. Discussion excursion report. 4. Dramatize attitudes of Nigerian. 5. Take notes.	1. Textbooks 2. Newspaper Cutting. 3. films 4. Pictures and Charts.	Students to: 1. what is democracy. 2. outline the element of democracy. 3. describe Nigerian Political culture. 4. explain how individual political acquires political beliefs. 5. differentiate between political culture and political socialism

**GOVERNMENT
SS I
FIRST TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	i. Communalism ii. Feudalism	Student should be able to: 1. define communalism 2. explain the features of communalism 3. explain the meaning of feudalism 4. discuss the features of feudalism 5. examine the merit and demerit of feudalism.	1. Meaning of communalism. 2. features of communalism. 3. Definition of feudalism. 4. Features. 5. Merits and demerits.	1. Leads discussion on communalism. 2. Discusses feudalism.	1. Contribute to discussion and the notes. 2. Contribute to discussion and take notes	1. Textbooks 2. Films 3. Pictures and charts	Students to: 1. what is communalism. 2. what are the feature of communalism 3. what are the characteristic of feudalism 4. what are the advantages and disadvantages of feudalism.
7.	SOCIALIZM	Student should be able to: 1. define socialism as an economic theory. 2. state the main features of socialism. 3. explain the merits and demerit of socialism	1. Meaning of socialization. 2. features of socialism 3. Merits and demerits.	1. Leads discussion on socialism. 2. Arranges for a class debate differences between capitalism and socialism.	1. Contribute to discussion and take notes. 2. Participate in debate and note the major points.	1. Textbook. 2. Films 3. Newspaper Cutting 4. World maps	Students to: 1. what is socialism. 2. highlight main features of socialism .3. merits and demerits of socialism.
	Capitalism	Students should be able to 1. explain the concept of capitalism 2. discuss the features of capitalism 3. examine the merits and demerits of capitalism	1. Meaning of capitalism 2. Essential features of capitalism 3. Differences between socialism and capitalism 4. Merits and demerits.	Leads discussion on capitalism.	Contribute to discussion and take notes.	1. Textbooks 2. Newspaper cutting 3. Films 4. Charts and pictures 5. Work/map showing capitalist countries.	Students to: 1. what is capitalism 2. state features of capitalism 3. what are merit and demerits of capitalism. 4. differentiate between capitalism and socialism.

**GOVERNMENT
SS I
FIRST TERM**

THEME 1: POLITICAL CONCEPTS AND PRINCIPLES OF GOVERNMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Oligarchy	Students should be able to 1. explain the concept of Oligarchy. 2. state the features of Oligarchy. 3. state and explain the types of Oligarchy.	1. Meaning of Oligarchy. 2. Features of Oligarchy. 3. Types of Oligarchy.	Leads discussion on Oligarchy.	Contribute to discussion on Oligarchy.	1. Textbooks 2. Word maps 3. Newspaper cutting 4. Films	Students to: 1. what is Oligarchy? 2. state the features of Oligarchy. 3. examine the type of Oligarchy. 4. what is communism 5. what are the main principles of communism. 6. what is the relationship between socialism and communism.
9	Fascism	Student should be able to 1. explain the meaning of fascism. 2. discuss the features of fascism.	1. Definition of fascism. 2. Characteristics of fascism.	Leads discussion on fascism	1. Contribute to discussion on fascism 2. Take notes.	1. Textbooks 2. Films 3. World maps	Students to: 1. what is fascism. 2. explain the features of fascism.
10	Totalitarianism	Students should be able to 1. explain the term totalitarianism. 2. list its essential features.	1. Meaning of totalitarianism. 2. Characteristics	Leads discussion on totalitarianism.	Contribute to discussion on totalitarianism.	1. Textbooks 2. Films 3. Newspaper cutting	Students to: 1. what is totalitarianism. 2. what are the features of totalitarianism.
11	REVISION						
12	EXAMINATION						

**GOVERNMENT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Types and characteristics of Government Unitary Government	Students should be able to: 1. define Unitary government. 2. discuss the main features of a unitary government. 3. explain its advantages and disadvantages. 4. discuss how resources are controlled.	1. Meaning of Unitary government. 2. Main features 3. Advantages and disadvantages. 4. Factors responsible for the success of unitary government. 5. Resource control.	1. Leads discussion on unitary system of government. 2. Mentions countries where system is practiced.	1. Contribute to discussion. 2. Give examples of where the system is operating. 3. Take notes.	1. Textbooks 2. Films 3. Map of the world.	Students to: 1. state the main features of Unitary Government. 2. what are the advantages and disadvantages of Unitary system. 3. state the factors that are responsible for the success of Unitary Government. 4. how are resources controlled.
2.	Federal Government	Students should be able to: 1. explain the meaning of Federalism. 2. state reasons to federate. 3. discuss the main features of federal system. 4. discuss how resources are controlled. 5. examine the merits and demerits.	1. Definition of federation. 2. Reasons for federating. 3. Characteristics of federal system. 4. Resource control 5. Merits and demerits.	1. Leads discussion on federal system of government. 2. Leads students to mention countries where federal system is operating.	1. Contribute to discussion. 2. Take notes.	1. Textbooks 2. Films 3. Map of the world 4. Newspaper cuttings	Students to: 1. what is federal system of government. 2. explain reasons for Nigeria federating. 3. what are the merit and demerits of federal government.

**GOVERNMENT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Presidential system of Government	Students should be able to: 1. explain the meaning of Presidential system. 2. discuss chief characteristics of presidential system. 3. state how resources are controlled. 4. examine the advantages and disadvantages.	1. Definition of presidential system of government. 2. Characteristics 3. Resource control 4. Advantages and disadvantages.	Leads discussion on presidential system of government using Nigeria as an example.	Contribute to discussion on presidential system of government	1. Textbooks 2. Map of the world 3. Newspaper cuttings. 4. Films.	Students to: 1. what are the main features of presidential system of government. 2. outline the merits and demerits of the presidential system of government. 3. discuss resources control in the presidential system of government.
4.	Parliamentary or cabinet system of government	Students should be able to: 1. define Parliamentary system. 2. list main features of parliamentary system. 3. Examine merits and demerits. 4. state how resources are controlled. 5. explain the differences between parliamentary and presidential systems.	1. Meaning of parliamentary system. 2. major characteristics 3. Merit and demerits 4. Differences between presidential and parliamentary systems.	Leads students on discussion.	1. Contribute to discussion 2. Take notes 3. Participate.	1. Textbooks 2. Map of the world 3. Newspaper cutting 4. Films	Students to: 1. outline the main features of parliamentary government. 2. what are the differences between parliamentary and presidential 3. what are the merits and demerits of parliamentary system of government

**GOVERNMENT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Confederal Government	Students should be able to: 1. explain the meaning of Confederation. 2. discuss main features. 3. discuss issue of resources control. 4. state merits and demerits. 5. compare federalism with confederalism.	1. Meaning of confederation. 2. Main features. 3. Resources control 4. Merits and demerits. 5. Comparison with federalism.	1. Leads discussion on confederal system of government. 2. Sites countries where the system is operating.	1. Contribute to discussion. 2. Take notes.	1. Textbook 2. Newspaper 3. Films	Students to: 1. explain the features of confederal government. 2. list the differences between confederation and federation. 3. outline the merit and demerit of confederation.
6.	Monarchy	Students should be able to: 1. define monarchy 2. explain types of monarchy 3. explain the issue of resource control. 4. discuss the features of monarchy system of government. 5. explain the merits and demerits.	1. Meaning 2. Forms of monarchy i. Absolute ii. Constitutional 3. Resource control 4. Main features 5. Merits and demerits	1. Leads discussion on monarchy 2. Sites countries where system is operating.	1. Contribute to discussion and take notes.	1. Textbooks 2. Map of the world 3. Newspaper cutting 4. Charts and pictures.	Students to: 1. what are the forms of monarchy. 2. what are the merits and demerits of monarchy? 3. who controls the resources in monarchy system of government.
7.	Republicanism	Students should be able to: 1. explain the meaning of republicanism. 2. discuss the features of republicanism. 3. discuss the issue of resource control in republicanism. 4. differentiate between republicanism and monarchy.	1. Definition 2. Features 3. Resource control 4. Difference between republicanism and monarchy.	1. Leads discussion on republicanism with examples of countries it is practiced.	1. Contribute to discussion on republicanism. 2. Take notes	1. Textbooks 2. Newspaper cutting 3. Pictures and chats	Students to: 1. what is republicanism 2. explain the features of republicanism. 3. discuss how resources are controlled. 4. what are the major differences between republican and monarchy.

**GOVERNMENT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Constitutions and constitutionalism	Student should be able to: 1. define constitution. 2. identify the sources of constitution. 3. discuss the scope of constitution. 4. explain the features of constitution. 5. mention the types of constitution. 6. explain constitutionalism.	1. Meaning of constitution 2. Sources of constitution 3. Scope of constitution 4. Features 5. Types of constitution 6. Constitutionalism.	Leads discussion on constitution as it applies to a country, clubs, societies.	1. Contribute to discussion mentioning rules and regulations of their clubs and societies. 2. Take notes.	1. Textbook 2. Copies of the Nigerian constitution. 3. Constitution of clubs and societies.	Students to: 1. name the sources of constitution. 2. what are the areas covered by the constitution. 3. differentiate between constitution and constitutionalism.
9.	Executive	Student should be able to: 1. explain how the executive arm of government is composed. 2. state the functions of the executive 3. discuss how the executive is controlled.	1. Composition i. Parliamentary /cabinet executive ii. Presidential executive 2. Functions 3. Control of the executive 4. Honesty and integrity.	1. Leads discussion on executive 2. Organizes for excursion to a state secretariat	1. Contribute to discussion 2. Presentation of excursion report	1. Textbooks 2. Constitution 3. Newspaper cutting 4. Films.	Students to: 1. how is executive composed 2. what are the functions of the executive. 3. how can the executive be controlled?

**GOVERNMENT
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic principles of government Rule of law	Student should be able to: 1. define the rule of law. 2. discuss the three basic interpretations of the rule of law. 3. explain the problems of maintaining the rule of law in practice.	1. Basic interpretation. i. Equality before the law. ii. Supremacy of regular law. iii. Right to personal liberty. 2. Problems of application.	Leads discussion on the rule of law highlighting the interpretations.	1. Contribute to discussion. 2. Take notes.	1. Textbooks. 2. Constitution 3. Newspaper cutting. 4. Films.	Students to: 1. explain the three principle of the rule of law. 2. what are the factors that limit the application of the rule of law?
2	Fundamental human rights.	Student should be able to: 1. explain what fundamental human rights are. 2. identify some limitations of fundament rights 3. defend their right 4. respect the right of other people.	1. Fundamental human right i. Social ii. Political. iii. Economic. iv. Asses to information. 2. Means of safeguarding fundamental human rights. 3. Limitations.	1. Leads discussion on fundamental human rights. 2. Embarks on excursion to human right commission with student.	1. Contribute to discussion. 2. Report on excursion. 3. Take notes.	1. Textbooks. 2. Constitution. 3. Newspaper cutting. 4. Films. 5. Pictures and Charts.	Students to: 1. what are the fundamental human right 2. what are the limitations of fundamental right.

**GOVERNMENT
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Separation of power.	Student should be able to: 1. explain the meaning of separation of power. 2. discuss checks and balances. 3. examine the relationship between separations of powers and check of balances	1. Separation of power in the arms of government. 2. Separation of personnel performing functions. 3. Examine the relationship between separation of powers and check of balance. 4. Explain the extent of separation of power and checks and balances under presidential and parliamentary system of government.	1. Leads discussion on the separation of powers. 2. Organizes drama on how separation of power is practiced. 3. Demonstrates how checks and balance can be practiced. 4. Explains the relationship between both concepts. 5. Explains the extent of separation of powers and check and balances under presidential and cabinet.	1. Contribute to discussion. 2. Participate on drama to show the extent of separations of powers.	1. Textbooks. 2. Newspaper cutting. 3. Constitution. 4. Films. 5. Pictures and charts.	Students to: 1. what is the meaning and purpose of separation of powers. 2. what is the relationship between separations of powers and checks and balances. 3. discuss the separation of power under presidential and parliamentary system of government.

**GOVERNMENT
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	<p>i. Representative government.</p> <p>ii. Political participation</p>	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. explain what is representative government. 2. explain how representative government is established. 3. discuss the merit and demerits of representative government. 4. define political participation. 5. identify forms of political participation. 6. explain why political participation is desirable. 	<ol style="list-style-type: none"> 1. Meaning of representative government. 2. Means of establishing representative government. 3. Advantages of representative government. 4. Meaning of political participation. 5. Forms of political participation. 6. Purpose of political participation. 	<p>Leads discussion on representative government.</p>	<ol style="list-style-type: none"> 1. Contribute to discussion. 2. Take notes. 	<ol style="list-style-type: none"> 1. Textbooks 2. Pictures and charts 3. Films. 4. Newspaper cutting. 	<p>Students to:</p> <ol style="list-style-type: none"> 1. how is representative government established? 2. what are the merits and demerits of representative government. 3. explain the purpose why political participation is desirable.
5	Centralization and decentralization	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. define centralization and decentralization. 2. distinguish between centralization and decentralization. 3. examine the merits and demerits of centralization and decentralization. 	<ol style="list-style-type: none"> 1. Centralization 2. Decentralization 3. Forms of decentralization <ol style="list-style-type: none"> i. Devolution. ii. Decentralization 4. Advantages and disadvantages of centralization. 5. Advantages and disadvantages of decentralization. 	<p>Leads discussion on centralization (activities of the state and federal government).</p>	<ol style="list-style-type: none"> 1. Contribute to discussion on centralization and decentralization. 2. Take notes. 	<ol style="list-style-type: none"> 1. Textbooks. 2. Newspaper 3. Pictures and charts. 4. Films. 	<p>Students to:</p> <ol style="list-style-type: none"> 1. what is centralization and decentralization. 2. examine the merits and demerits of centralization and decentralization. 3. discuss devolution of powers. 4. states the factors that determine the centralization of power.

**GOVERNMENT
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Delegated legislation.	Student should be able to: 1. explain what is meant by delegated legislation. 2. identify different forms of delegated legislation	1. Delegated legislation. 2. Forms of delegated legislation. 3. Control of delegated legislation. 4. Advantages and disadvantages of delegated legislation. 5. Examine the advantages and disadvantages of delegated legislation.	1. Leads discussion on delegated legislation. 2. Gives example of delegated legislation in the school.	1. Contribute to discussion on delegated legislation. 2. site examples of delegated legislation in school. 3. Take notes.	1. Textbooks. 2. Pictures and charts. 3. Films 4. Newspaper cutting.	Students to: 1. define delegated legislation. 2. explain forms of delegated legislation. 3. outline the merit and demerits of delegated legislation.
7	Citizenship	Student should be able to: 1. explain how one can become a citizen. 2. discuss the rights, duties and obligations of a citizen. 3. indicate the differences between citizen and non-citizen.	1. Citizenship (meaning) 2. Acquisition of citizenship. 3. Right, duties and obligation of citizenship. 4. Difference between citizens and non-citizens.	1. Leads discussion on citizenship. 2. Revises lesson on fundamental human rights.	1. Contribute to discussion on citizenship. 2. Take notes.	1. Textbooks. 2. Pictures and charts. 3. Films	Students to: 1. how is citizenship acquired? 2. what are the duties of a citizen. 3. what are the difference between citizens and non-citizens
8	Political parties	Student should be able to: 1. define political parties. 2. discuss their organization. 3. explain their functions. 4. Identify different types.	1. Definition of political parties. 2. Organization. 3. Functions. 4. Types of political parties(elite/mass parties) 5. Honesty, integrity and transparency.	1. Leads discussion on political parties. 2. Asks students to mention political parties in Nigeria.	1. Contribute to discussion. 2. Take notes.	1. Textbooks 2. Films 3. Charts and pictures.	Students to: 1. what are political parties? 2. how are political parties organized. 3. what are the functions of political parties.

**GOVERNMENT
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Party system	Student should be able to: 1. explain party system. 2. differentiate political parties and party system. 3. discuss the characteristics of different systems. 4. explain the merits and demerits of party system.	1. Party system. 2. Types of party system. i. One party ii. Two party. iii. Multi party. 3. Features of party system. 4. Merit and demerit of the systems.	Leads discussion on party system.	1. Contribute to discussion. 2. Take notes.	1. Textbooks. 2. Films 3. Charts and pictures.	Students to: 1. what is a party system? 2. explain the merit of multi party system? 3. how is political party different from party system.
10	Pressure group.	Student should be able to: 1. define pressure groups. 2. identify types of pressure groups. 3. describe their characteristics. 4. analyze their mode of action. 5. indicate the function of pressure group. 6. contrast pressure groups with political parties.	1. Definition of pressure groups. 2. Types. 3. Characteristics. 4. Mode of operation. 5. Functions of pressure groups. 6. Differences between political parties and pressure groups.	1. Leads discussion on pressure groups. 2. Asks students to give examples of pressure groups in their community. 3. Embarks on excursion to labour organization secretariat with students.	1. Contribute to discussion. 2. Take notes. 3. Observe and take notes during excursion.	1. Textbooks. 2. Newspaper cutting. 3. Pictures and charts	Students to: 1. what are pressure groups? 2. list the characteristic of pressure groups. 3. how does pressure groups operate? 4. differentiate between political parties and pressure groups.
11	REVISION						
12	EXAMINATION						

GEOGRAPHY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Geography (a) Meaning and importance (b) The Earth and other planets	Students should be able to: 1. define geography. 2. identify the importance of the study of geography. 3. identify the components of the solar system. 4. describe the position of the earth in relations to the sun and other plants. 5. proofs the shape of the earth.	1. Meaning of Geography. 2. Value of the study of geography. 3. Components of the solar system e.g. Mercury, Venus, Mars etc. 4. The Earth: -size -shape -position in relation to the sun and other planets.	1. Defines Geography. 2. Guides discussion on the value of the study. 3. Guides students to model the solar system. 4. Uses the models to guide the student to identify and describe components of the solar system. 5. Guides discussion on: -the shape, size of the earth. -position of the earth in relation to the sun and other plants. 6. Summarizes the highlight of the lesson on the board.	1. Listens and defines Geography. 2. Join in the discussion of the value of the study. 3. Model the solar system. 4. Participate in class discussion 5. Copy the board summary.	1. Chalkboard 2. Globe 3. Aerial photographs of the Earth. 4. Satellite imagery of the Earth. 5. Illustration, diagrams sketches and models of the earth and the solar system.	Student to: 1. define geography. 2. mention three values of the study of geography. 3. name the components of the solar system. 4. describe the earth by shape and size. 5. explain the position of the earth. 6. identify the earth in relation to the sun and other plants. 7. absence arguments to proofs the shape of the earth.
2	Earth's Rotation	Students should be able to: 1. describe the phenomena of earth's rotation. 2. explain the effects of earth's rotation.	1. Meaning of rotation 2. Effects of rotation - day and night - deflation of word - rise and fall of tide - time differences from place to place - axis	1. Uses the globe and other models to demonstrate rotation. 2. Guides discussion on effects of rotation. 3. Summarizes the highlight of the lesson on the board.	1. Watch demonstration ask and answer question. 2. participate in class discussion 3. Copy the board summary.	1. Globe 2. Slide 3. Stationary source of light. 4. Candle and matches 5. Illustrative diagrams 6. Torch light 7. Dark room	Students to: 1. define rotation. 2. explain causes of day and night. 3. state three effects of earth's rotation.

GEOGRAPHY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Earth's revolution	Students should be able to: 1. describe the phenomena of earth's revolution. 2. explains the effects of earth's resolution.	1. Meaning of resolution. 2. Effects of resolution: - season - marking of the year - variation in the length of day and night - equinoxes - solstice - orbit	1. Uses the globe and other models to demonstrate revolution. 2. Guides discussion on effects of revolution. 3. Summarizes the highlight on the board.	1. Watches demonstration and ask and answer questions. 2. Participate in class discussion. 3. Copy the board summary.	1. Globe 2. Slide 3. Stationary source of light. 4. Candle and matches 5. Illustrative diagrams 6. Torch light 7. Dark room	Student to: 1. define revolution. 2. explain causes of seasons. 3. state three effects of earth's revolution.
4	Latitude	Students should be able to: 1. define latitude. 2. describe the relationship between latitude and major regions of the world. 3. use latitude to calculate distances.	Latitude: - meaning of latitude - equator. - latitude and distances - relationship with major regions of the world (tropic of cancer and cap acorn, arctic and Antarctic circles).	1. Uses the globe and map of the world to identify: - latitudes - equator - tropic of cancer - tropic of Capricorn - arctic circle - Antarctic circle 2. Guides discussion on distance calculation. 3. Summarizes the highlight on the board.	1. Listen to teacher's explanation, ask and answer question. 2. Participate in class discussions. 3. Calculate distances from latitude differences. 4. Copy summary on the board.	1. The Atlas 2. Globe 3. Illustrative diagrams and slides of position of major regions of the world.	Students to: 1. explain the concept of latitude equator. 2. list the major regions of the world. 3. calculate distances between given latitudes.

GEOGRAPHY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Longitude	Students should be able to: 1. define longitude. 2. differentiate between latitude and longitude. 3. use longitude and latitude to locate position of places. 4. use longitude to calculate time difference.	Longitude: - meaning - time and time zones - international dateline - grid references	1. Guides discussion on the meridian and time zones, etc. 2. Guides students to differentiate between latitude and longitude. 3. Calculates local time of places from longitude. 4. Summarizes the highlight on the board.	1. Listens to teacher's explanation. 2. Participate in the class discussion. 3. Calculate local time of places from longitude. 4. Copy summary on the board.	1. The Atlas 2. Globe 3. Illustrative diagrams and slides	Students to: 1. explain the concept of longitude. 2. explain the relationship between latitude and longitude. 3. calculate time from longitude.
6	Earth's structure	Students should be able to: 1. identify the major spheres of the earth. 2. identify the component layers of the earth's crust. 3. describe the characteristics of each layer. 4. draw and label the cross section of the earth's interior. 5. explain the relationship between the atmosphere, biosphere, lithosphere and hydrosphere.	1. Major spheres of the earth: - atmosphere - biosphere - lithosphere - hydrosphere 2. Relationship between the three spheres. 3. Relevance to human activities. 4. Structure of the earth: - crust - mantle - core	1. Guides students to identify earth's major spheres. - identify the structure of the earth's crust. 2. Initiates and guide discussions on: - composition of the spheres. - structure and characteristics of the crust, mantle, core. -explain the relationship between the major spheres and their relevance to human activities. 3. Summarizes the highlights of the lesson on the board.	1. Listens to teacher; ask and answer question. Take down notes. 2. Participate in class discussion. 3. Participate in guided tours of the school to observe earths sphere. 4. Draw and label cross-section of the earth. 5. Copy the summary on the board.	1. Illustrative diagram 2. Sketches 3. Models of the cross section of the earth are interior.	Students to: 1. name the major spheres of the earth 2. list the components of the earth's interior. 3. state the characteristics of the crust, mantle and core. 4. draw and label the components correctly. 5. describe the relationship between the atmosphere, lithosphere and biosphere and their relevance to human activities.

GEOGRAPHY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Rocks	Students should be able to: 1. identify the major types of rocks. 2. describe the structure of igneous, sedimentary and metamorphic rocks. 3. state the distinguishing characteristics of different types of rocks. 4. explain the processes involved in the formation of rock types. 5. explain the importance and disadvantages of rocks to man.	1. Types of rocks: - igneous - sedimentary - metamorphic 2. Characteristics of rocks: - structure - colour - texture - permeability 3. Mode of formation of the rock types. 4. Importance of rocks to man.	1. Takes students on field work to collect and classify rocks. 2. Initiates and guide discussion on: - structure, colour, texture and permeability of rock types. - processes for the formation of igneous, sedimentary and metamorphic rocks. 3. Importance of rocks 4. Guides students to prepare on album of rocks in the locality. 5. Summarizes the highlight of the lesson on the board.	1. Brings pictures of things made from rocks to school. 2. Participate in guided tours to observe, collect and classify rocks. 3. Participate in class discussions 4. Prepare album of rocks in the locality. 5. Copy the board summary.	1. Rock samples 2. Pictures of things made from rocks. 3. Slides and photographs of different types of rocks. 4. Illustrative diagrams and sketches.	Students to: 1. name and classify the different types of rocks. 2. explain the structure of rocks. 3. state their distinguishing characteristics. 4. describe the processes of formation of the rock types. 5. state the importance of rocks to man.
8	Mountains	Students should be able to: 1. identify major mountain types. 2. state the distinguishing characteristics of the different types of mountains. 3. explain the processes involved in the formation of the different mountain types. 4. explain the importance and disadvantages of mountains to man.	Types of Mountains: - volcanic - fold - block - residual 2. Characteristics of the mountain. 3. Mode of formation of the mountain types. 4. Importance of mountains: - mineral - agriculture - communication - climatic effect - etc.	1. Uses pictures and models to guide students to identify different mountain types. 2. Takes students on a guided tour of the locality to observe highlands in the locality. 3. Initiates and guides discussion on: - structure and characteristics of the mountain types. - processes of the formation of the mountains. - importance and disadvantages of mountains to man. - summarizes the highlights on the board.	1. Bring pictures of mountains to school. 2. Listen to teacher's explanation, ask and answer question. 3. Participate in guided tours, observe, collect and classify mountains. 4. Participate in class discussions. 5. Surf the net to obtain information on processes of mountain formation. 6. Model different types of mountains. 7. Copy the board summary.	1. Models of mountains. 2. Pictures of different types of mountains illustrative diagrams, and sketches of different mountain types. 3. Video clips/ documentary films on mountain formation.	Students to: 1. name different types of mountains. 2. state three characteristics of volcanic, fold, block and residual mountains. 3. describe the process of the formation of the mountain types. 4. state the importance of mountains to man.

GEOGRAPHY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Lowlands	Students should be able to: 1. identify the major types of lowlands. 2. describe the characteristics of different types of lowlands. 3. explain the processes involved in the formation of lowlands. 4. explain the importance of lowland to man.	1. Types of lowlands: - valleys - coastal - plans etc. 2. Characteristics of: - valleys - plans - coastal areas 3. Mode of formation of the lowlands. 4. Importance of lowlands.	1. Takes students on field work to observe some lowlands 2. Uses models, illustrative diagram, pictures and sketches to initiate and guide discussion on: - characteristics of different types of lowlands. - processes for the formation of lowlands (Valleys, plans and coastal areas). -importance of lowlands e.g. (Agriculture, minerals, timber etc). 3. Guides students to made models of the different types of lowlands. 4. Summarizes the highlight of the lesson on the board.	1. Participate in guided tours to observe lowlands. 2. Make models of different types of lowlands. 3. Participate in class discussion. 4. Copy the board summary.	1. Atlas 2. Maps 3. Sketches 4. Pictures of lowlands showing various human activities. 5. Models of different lowlands.	Students to: 1. describe with examples the different types of lowlands. 2. state the characteristics of valleys, plans, coastal etc. 3. describe the processes of the formation of lowland. 4. state the importance of lowlands.

**GEOGRAPHY
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	The Environment	Students should be able to: 1. explain the meaning of the environment. 2. identify the different types of environment. 3. describe the components of the different environment. 4. classify the different environments and their components into three major domains. 4. explain the importance of the environment to life.	1. Meaning of environment. 2. Types of environment: - physical - social - cultural 3. Domains of the environment: - atmosphere - lithosphere - biosphere -hydrosphere 4. Importance of the environment.	1. Conducts outdoor activities to observe the environment. 2. Guides class discussions and lead students to: - classify man's environment and physical, social and cultural - generates the components of the different types of the environment. - recognize and regroup components of the environment into three major domains (atmosphere, lithosphere and biosphere). 3. Summarizes the highlight of the lesson on the board.	1. Participate in outdoor activities to observe, collect and classify objects found in the environment. 2. Participate in class discussions. 3. Observe and identify the environment as: - physical - social - cultural 4. Generates and classify. components of the environment into three major domains. 5. Copy the board summary.	- Maps - Pictures of objects in the environment - Slides and photographs of different types of environment. - Illustrative diagrams and sketches	Student to: 1. describe the environment. 2. classify the environment as physical, social and cultural environment. 3. enumerates the components of these environment. 4. reorder these components into three major domains. 5. states the importance of environment to man.
11	REVISION						
12	EXAMINATION						

GEOGRAPHY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Nigeria – Location and position	Students should be able to: 1. describe the location and position of Nigeria with reference to her latitude, longitude, boundaries and neighbours. 2. describe Nigeria by size and distance 3. locate states, local government areas and their headquarters on the political map of Nigeria.	1. Location and position: - latitude - longitude - boundaries and neighbours 2. Size and distance - North to South - East to West 3. Political divisions 4. States and their capitals. 5. Local Government and their headquarters.	1. Uses maps to help student students describe the location and position of Nigeria with respect to her neighbours. 2. Guides students to: - describe the location of states and their capitals with reference to latitude and longitude. 3. Determines the size, area, and landmass of Nigeria. 4. Summarizes the highlight on the board.	1. Listens to teacher’s explanations, ask and answer question and take down notes. 2. Participate in class discussions. 3. Calculate the area of Nigeria. 4. Draw the political map of Nigeria showing the state capitals and local government headquarters. 5. Copy not on the board.	1. Atlas 2. Political maps of Nigeria. 3. Globe 4. Illustrative diagram and sketches.	Students to: 1. state the location of Nigeria with respect to her latitude and longitude. 2. calculate and describe her size by area and land mass. 3. match the state with their capitals. 4. locate the position of state capitals and local government headquarters on the political map of Nigeria.
2	Physical setting of Nigeria – Relief and drainage	Students should be able to: 1. identify the major highlands of Nigeria 2. identify the major lowlands of Nigeria. 3. describe the characteristics of Nigerian rivers. 4. discuss the importance of highlands 5. discuss the importance of lowlands. 6. outline the importance of Nigerian rivers.	1. Major highlands - North-central/plateau - Eastern and North - Eastern highlands - Western uplands 2. Major lowlands - Sokoto plains - Chad basin - Niger-Benue Trough - Interior coastal lowlands - Lowlands and scarp-lands of Nigeria - Coastal lowlands	1. Uses maps to help students locate areas of Nigeria. 2. Describes the characteristics of Nigerian rivers. 3. Explains the importance of highland 4. Explains the importance of lowlands. 5. Outlines the values of rivers to man 6. Summarizes the highlight on the board.	1. Listens, ask and answer questions. 2. Draw a map of Nigeria showing relief 3. Draw a drainage map of Nigeria. 4. Copy the board summary.	1. Atlas 2. Political maps of Nigeria. 3. Globe 4. Illustrative diagram and sketches.	Students to: 1. highlight three importance of lowlands. 2. Outline three importance of highlands. 3. draw a map of Nigeria, locating same highlands and lowlands. 4. state four characteristics of Nigerian rivers. 5. Draw a drainage map of Nigeria.

GEOGRAPHY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3 & 4	Nigeria-Climate	Students should be able to 1. Describe the air masses influencing Nigeria in January and July. 2. Identify the major climatic belts of Nigeria . 3. Discuss the characteristics of each climate belt.	1. Air masses of Nigeria. - Tropical continental air mass (N.E. trades). - Tropical maritime air mass (S.W. monsoon) 2. Climatic belts - Tropical continental - Tropical hinterland - Sub-equatorial - High plateau (Mantane). 3. Characteristics of climatic elements in each belt.	1. Uses sketches to show the position of air masses in January and July. 2. Describes the variations of climatic elements in the country. 3. Draws the climatic belt map. 4. Summarizes the highlight of the lesson on the board.	1. Ask and answer questions. 2. Participate in class discussions 3. Draw maps of Nigeria showing the climatic belts. 4. Copy the board summary.	1. Atlas 2. Climatic map of Nigeria.	Students to: 1. describe the air mass influencing Nigeria in July. 2. describe the characteristics of (i) dry (ii) wet season 3. highlight the characteristics of various climatic belts.
5	Nigeria Vegetation	Students should be able to: 1. identify the vegetation groupings of Nigeria – savannah and forest. 2. identify the vegetation belts of Nigeria. 3. highlight the characteristics of each vegetation belt. 4. outline the importance of each vegetation groups.	1. Broad classification A. Forest vegetation - Salt-water (mangrove) - Fresh – water swamp - High (Rain) forest B. Savannah - Guinea savannah - Sudan savannah - Sahel savannah 2. Characteristics of each vegetation belt 3. Importance of (a) Savannah (b) Forest vegetation.	1. Uses sketches to show the various vegetation belts. 2. Discusses the characteristics of each vegetation belt. 3. Highlights the importance of (a) Savannah and (b) Forest vegetation. 4. Draws map of Nigeria showing vegetation belt. 5. Summarizes the highlights on the board.	1. Ask and answer questions. 2. Participate in class discussion. 3. Draw map of Nigeria, showing the vegetation belts. 4. Copy the board summary.	1. Atlas 2. Vegetation of map	Students to: 1. identify the vegetation belts of Nigeria with a map. 2. describe the characteristics of the vegetation belts. 3. highlight the economic importance of (a) Savannah (b) Forest vegetation.

GEOGRAPHY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Nigeria- Population	Students should be able to: 1. explain the increase in the growth of Nigeria's population. 2. account for the structure and distribution pattern of the population. 3. describe the influence of HIV/AIDS on population quality. 4. explain population movement patterns associated problems. 5. describe population data and highlight the sources of population data. 6. suggest ways for checking population growth rates.	1. Population size distribution and structure. 2. Population quality. 3. Population movement. 4. Population data.	1. Guides students to observe population structure and distribution of the school and local environment. 2. Guides class discussions on: - population size, distribution and structure. -population quality, factors influencing the quality of Nigeria's population. -HIV/AIDS and population quality. - population movement pattern in Nigeria. - problems associated with population movement. - population data and their sources. - problems of population data in Nigeria. 3. Summarizes the highlight of the lesson on the board.	1. Observe the distribution of population within the school and various communities in the locality. 2. Collect population data within the home and school environment. 3. Participate in class discussions. 4. Identify and locate the following on a map of Nigeria. 5. Highly populated urban centres. 6. Rural areas with sparse population. 7. Copy the board summary.	1. Map of Nigeria showing densely medium and sparsely populated areas. 2. Pictures and diagram of places where population data can be collected. 3. Slides and photographs of densely populated urban centres. 4. Diagrams, posters etc of HIV/AIDS victims.	Student to: 1. describe Nigeria's population size, distribution and structure. 2. explain the factors that affect population size, structure and distribution. 3. describe population movement patterns in Nigeria. 4. state the merits and demerits of population movement. 5. give examples and sources of population data. 6. explain ways of controlling population movement and growth.

GEOGRAPHY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Nigeria – Resources	Students should be able to: 1. identify and classify the different resources found in Nigeria. 2. locate where these resources are found on the map. 3. explain the importance of these resources to Nigeria.	1. Mineral Resources - Petroleum - Gas - Coal - Tin/Columbite - Iron ore - Limestone 2. Power - Petroleum - Gas - Coal - Hydro Electric Power (HEP) - Solar energy 3. Water resources (rivers, lakes, sea, underground water). 4. Vegetation	1. Leads students to identify the various minerals in Nigeria. 2. Takes students out to: - observe local mining, quarry site, etc. - observe the vegetation and water resources within and around the community. 3. Guides students to: - locate where Nigeria’s major resources are found on a map. 4. Discuss the importance of these resources to Nigeria’s economy and development. 4. Assess students field reports.	1. Participate in outdoor activities. 2. Make records/reports of resources found within and outside their community. 3. Identify and classify Nigeria’s resources 4. Participate in class discussions. 5. Draw a map of Nigeria and insert the various resources on the map. 6. Copy the board summary.	1. Maps 2. Illustrative diagram and sketches. 3. Local mining sites. 4. Pictures and slides showing the various resources of Nigeria.	Students to: 1. enumerate the different resources of Nigeria. 2. classify the resources. 3. locate these resources in an economic map of Nigeria. 4. state the importance of the resources of Nigeria.

**GEOGRAPHY
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9 & 10	Nigeria – Agriculture	Students should be able to: 1. describe major agricultural practices in Nigeria. 2. identify major cash and food crops of Nigeria. 3. locate where these crops are found on the map. 4. explain the importance of agriculture. 5. discuss the problems of agriculture in Nigeria. 6. Suggest solutions to the problems.	1. Types of Agricultural practices: - subsistence - mechanized - pastoral farming - crop rotation - mixed farming - shifting cultivation 2. Food and cash crops. 3. Importance of Agriculture. 4. Problems of agriculture in Nigeria.	1. Takes students on field work to observe agricultural practices 2. Uses maps, pictures, documentary films and slides etc to guide class discussion on: - types of agricultural practices. - Nigeria’s major food and cash crops. - importance of agriculture. 3. Guides and supervises students as they draw the map of Nigeria and locate the major agricultural produce on the map. 4. Assess students field reports. 5. Write notes on the board for students to copy.	1. Participate in outdoor activities. 2. Make records/reports of observation. 3. Identify and classify agricultural practices in Nigeria. 4. Participate in class discussions. 5. Draw a map of Nigeria and insert the country’s major cash and food crops on the map. 6. Copy the board summary.	1. Maps 2. Illustrative diagram and sketches. 3. Farms in the locality showing the various agricultural produce of Nigeria. 4. Pictures and slides 5. Drawing paper 6. Tracing paper	Student to: 1. identify agricultural practices in Nigeria with example. 2. list the major food and cash crops. 3. insert the food and cash crop in an economic map of Nigeria. 4. state the importance of agriculture. 5. enumerates and explain agricultural problems. 6. describe ways of overcoming the problems.
11	REVISION						
12	EXAMINATION						

**GEOGRAPHY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Nigeria – Transport	Students should be able to: 1. identify the major modes of transportation in Nigeria. 2. draw maps of Nigeria showing road and rail transportation system. 3. discuss the advantages and disadvantages of the different transportation modes. 4. explain the problems of transportation in Nigeria. 5. suggest solutions to transportation problems.	1. Transportation (a) Modes of transportation: - road - rail - water - air - pipeline - aerial ropeway - human and animal portage. (b) Advantages and disadvantages of the different transportation modes. (c) Problems of transportation (d) Influence of transportation on human activities.	1. Uses pictures and documentary films to help student identify and describe major modes of transportation in Nigeria 2. Guides students discussion on: - advantages and disadvantages of transportation modes. - transportation problems in Nigeria - influence of transportation on human activities. 3. Guides students to draw maps of road and rail transportation system on Nigeria. 4. Summarizes the highlight of the lesson on the board.	1. Listen to teacher’s explanation, ask and answer question and take down notes. 2. Watch documentary films. 3. Participate in class discussions. 4. Draws maps of Nigeria showing the road and rail transportation system.	1. Atlas 2 Maps 3. Documentary/ films/slides 4. Diagrams and sketches. 5. Drawing paper 6. Tracing paper	Students to: 1. name the major transportation modes in Nigeria. 2. insert the roads and road transportation system on maps of Nigeria. 3. state three advantages and disadvantages of the different transportation modes. 4. describe the problems associated with the different transportation modes. 5. state ways of overcoming the problems.

GEOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Nigeria – Communication	Students should be able to: 1. identify the major communication networks/elements in Nigeria. 2. discuss the advantages and disadvantages of different communication elements/networks. 3. explain the problems of communication problems in Nigeria.	Communication in Nigeria (a) Communication networks - Telecommunication (e.g. telephone, services, cellular phones, voice mails etc) - Postal services - Television - Radio - News paper - Internet etc. (b) Advantages and disadvantages of the different communication elements/network (c) Problems of communication in Nigeria (d) Importance of communication on human activities.	1. Uses pictures and documentary films to help student identify and describe major communication element in Nigeria. 2. Takes students to visit communication industries in the community. 3. Guides students discussions on: - advantages and disadvantages of the communication systems - communication problems in Nigeria. 4. Influences of communication on human activities. 5. Summarizes the highlights of the lesson on the board.	1. Listen to teacher’s explanation, ask and answer question and take down notes. 2. Watch documentary films. 3. Visit communication companies/industries in the locality. 4. Participate in class discussions.	1. Documentary films/slides 2. Posters 3. Pictures	Students to: 1. name the major communication systems in Nigeria. 2. state three advantages and disadvantages of the different communication system. 3. describe the problems of communication in Nigeria. 4. state ways of overcoming the problems.

GEOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Manufacturing industries in Nigeria	Students should be able to: 1. define manufacturing industries. 2. classify the industries as primary, secondary, tertiary and quaternary industries. 3. locate the major industrial zones on a map of Nigeria. 4. discuss the factors affecting the location of industries in Nigeria. 5. identify problems of manufacturing industries in Nigeria. 6. suggest solutions to industrial problems.	1. Definition of industry. 2. Types of industries - Primary - Secondary - Tertiary - Quaternary 3. Major industrial zones. 4. Factors affecting the location of industries. 5. Problems and solution. 6. Importance of manufacturing industries in Nigeria	1. Takes students on tour of manufacturing industries in the locality. 2. Uses Pictures, films, documentaries, maps, etc to guide class discussions on: - types of manufacturing industries. - major industrial zones - Factors affecting the location of manufacturing industries. 3. Problems of manufacturing industries and possible solutions. 4. Importance of manufacturing industries. 5. Supervises students and assesses reports of field work. 6. Summarizes the highlights of the lesson on the board.	1. Carryout field work. 2. Listen to teacher's explanations, ask and answer questions. 3. Participate in class discussion. 4. Draw sketch maps of Nigeria showing the major industrial zones. 5. Write reports of field work. 6. Copy the board summary.	1. Map of Nigeria showing industrial zones. 2. Pictures and diagrams of various manufacturing industries. 3. Slides, films and documentaries on industries in Nigeria. 4. Drawing paper 5. Tracing paper	Students to: 1. explain the meaning of industries. 2. identify and classify industries as primary, secondary, tertiary and quaternary. 3. draw a map of Nigeria and insert the country's major industrial zones. 4. identify and explain factors considered in the locating of industries in those place. 5. enumerate and explain the problems of manufacturing industries. 6. describe ways of solving the problems.

GEOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Nigeria Commercial Activities	Students should be able to: 1. identify major commercial activities in Nigeria. 2. describe the major commercial areas of Nigeria. 3. locate the major commercial zones in a map of Nigeria. 4. discuss the importance of commercial activities. 5. explain the importance of the stock exchange and capital market to commercial activities in Nigeria.	1. Major commercial activities (a) Trade - Local-national, international - Stock exchange - Capital market - FOREX (b) Transportation (c) Communication 2. Major commercial areas in Nigeria 3. Importance of commercial activities	1. Takes students to field work to identify commercial activities in the locality. 2. Uses pictures, films, documentaries, maps, etc. to guide class discussion on: - Nigeria's trade, stock exchange, capital market, FOREX etc. - major commercial zones. - Importance of commercial activities. 3. Supervises students and assesses reports of field work. 4. Summarizes the highlights of the lesson on the board.	1. Carryout full work. 2. Listen to teacher's explanations, ask and answer questions. 3. Participate in class discussions. 4. Draw sketch maps of Nigeria showing the major commercial cities. 5. Write reports of field work. 6. Copy on the board.	1. Map of Nigeria showing commercial cities. 2. Pictures showing trading on the stock. 3. Slides, films and documentaries on commercial activities in Nigeria. 4. Drawing paper 5. Tracing paper	Students to: 1. Name and describe the major commercial activities in Nigeria. 2. Identify major commercial cities. 3. Insert the county's major commercial cities on a blank map of Nigeria. 4. State the importance of commercial activities. 5. Explain the influence of the capital market and stock exchange on commercial development in Nigeria.

**GEOGRAPHY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	ECOWAS	Students should be able to: 1. state the meaning of the acronym (ECOWAS). 2. identify ECOWAS member states. 3. discuss the purposes for which ECOWAS was formed. 4. state the advantages and disadvantages of ECOWAS. 5. suggest solutions to ECOWAS problems.	1. Meaning of ECOWAS. 2. Member countries of ECOWAS. 3. Purpose/mandate of ECOWAS. 4. Advantages and disadvantages. 5. Solutions to ECOWAS problem.	1. Explain the meaning of ECOWAS. 2. Gives students assignment on the internet to obtain information on: - ECOWAS member states. - Purpose and mandate, merits and problems of ECOWAS. 3. Guide class discussion on solutions to ECOWAS. 4. Supervises students visits to internet café. 5. Helps students to locate the member states on a map. 6. Write notes on the board for students to copy.	1. Visit internet café. 2. Write reports of their meaning. 3. Participate in class discussions. 4. Draw a map of West Africa and insert the countries on the map. 5. Copy the board summary.	1. Documentaries 2. Drawing paper 3. Tracing paper	Students to: 1. explain the acronym ECOWAS. 2. locate member states on a map. 3. state the major functions of the organization. 4. explain the benefits of the organization to member states. 5. describe the problems confronting the organization. 6. proffer solutions to the problems.

GEOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Map Reading and Measurement of distances on maps	Students should be able to: 1. define maps. 2. identify with examples with different types of maps. 3. differentiate between map and plan. 4. state the uses of maps. 5. identify and describe types of scales and their attributes. 6. state the merits and demerits of the various types of scales. 7. convert from scale to actual measurements. 8. identify units of expressing map distances. 9. measure distances on a map and convert it to actual distance. 10. convert actual distance to map distance.	1. Maps - Definition - Types - Examples - Uses 2. Scales and conversion - Types - Attributes - merits and demerit of each type 3. Scale conversion 4. Measurements and units 5. Conversion - Conversion of map distance to actual distance - Conversion of actual distance to map distance	1. Brings different types of maps to the class. 2. Helps the students to identify maps and sort them into different classes/types 3. Guides discussion on: - meaning, types and uses of maps. - scales, types, attributes of the different types of scales, merits and demerits of each type. 4. Guides students to: - express measurements of distance in scales. - convert scale measurements to actual measurements. 5. Gives and assess students assignments. 6. Brings different types of maps to the class. 7. Helps the students to identify units used in expressing distances on the maps. 8. Guides the students to: - determine actual distance of physical settings (e.g. Length of rivers, distance between two cities, etc) from map distance. 9. Write notes on the board for students to copy.	1. Identify and group different types of maps brought into the class. 2. Participate in class discussions. 3. Make accurate measurements of the length and breadth of their desks, classroom blocks, etc. and express them as scales. 4. Convert scale measurement to actual measurements. 5. Make measurements as (crow-flies distances, curvilinear distances rate) on maps and in the fields and convert them to actual and map distance respectively. 6. Participate in class discussions. 7. Write reports of field work. 8. Copy the board summary.	1. Different types of maps. 2. Atlas 3. Plans 4. Air photographs 5. Satellite images 6. Measuring instruments like tape, ruler, chair etc. 7. rawing/teaching paper 8. Non-programmable calculator	Students to: 1. describe maps 2. group maps into different types/categories. 3. state three distinguishing features of maps and plans. 4. list the uses of maps. 5. name different types of sales and explain their attributes. 6. list the merits and demerits of different types of scales. 7. express measurement as scales. 8. convert scale measurements to actual measurement. 9. Name the units for expressing map distances. 10. correctly measure and convert distances in a map to actual distance. 11. express actual distance as map distance.

GEOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Conventional symbols direction and bearing	Students should be able to: 1. identify the acceptable conventional symbols. 2. identify major cardinal points. 3. describe ways of sharing direction. 4. indicate and determine direction and bearing on a map. 5. use direction and bearing to find the location of points on the map.	1. Acceptable symbols for feature representative. 2. The major cardinal points: - true north and magnetic north. -magnetic variation 3. Angular bearings and compass direction.	1. Explains the symbols as shown at the bottom of topographical maps. 2. Explains the use of angular bearings and compass directions. 3. Takes students out to find directions and bearings of points on the field. 4. Leads student to locate the major cardinal points (i.e. north, south, east, west, north-east, north-west, south-east, south-west). 5. Guides students to solve problems using examples from topographical maps. 6. Gives and assesses students assignment 7. Write notes on the board for students to copy.	1. Draw diagrams sharing the major cardinal points and their bearings. 2. Go to the field to find specific points using given directions and bearings. 3. Determine the directions and bearings from topographical maps. 4. Copy the board summary.	1. Topographical maps 2. Atlas 3. Plans 4. Sketches and diagrams 5. Compass 6. Drawing paper 7. Tracing paper	Students to: 1. name the major cardinal points. 2. show their location on a map. 3. describe two ways of showing direction. 4. find direction and bearing on a given map. 5. locate the position on field using direction and bearing.

**GEOGRAPHY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Basic concepts of GIS	Students should be able to: 1. explain the meaning of GIS and geographic data. 2. describe the sources of geographic data. 3. distinguish between geographic data and GIS. 4. state the importance of geo-referencing. 5. state the uses of GIS and geographic data.	1. Geographic Information System (GIS). 2. Geographic date: - meaning/examples - line for rivers, roads, rails, etc. - points for boreholes, towns, farms etc. - sources (maps, field work, satellite images etc). 3. importance of geo-referencing, geographic data and the GIS.	1. Explain the concepts of GIS and geographic data. 2. Take students to field work to: - collect geographic data. - GIS laboratory. 3. Indicates and guides discussions on: -sources of geographic data e.g. Maps, data from field work, satellite images etc. - geo-referencing for GIS data. - importance of geographic data and GIS. 4. Summarizes the highlights of the lesson on the board.	1. Listen to the teacher; ask and answer the questions, takes down notes. 2. Participate in class discussions. 3. Participate in guided fold work.	1. Maps 2. Air photos 3. Satellite images 4. Computer system with GIS software installed.	Students to: 1. state the operational definition of: - GIS - geographic data 2. enumerate the sources of geographic data. 3. state the similarities and differences between geographic data and the GIS. 4. explain the importance of geo-referencing. 5. describe the uses of geographic data and the GIS.

**GEOGRAPHY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Components of GIS	Students should be able to: 1. identify GIS hardware and software. 2. state the uses of the GIS software. 3. distinguish between positional and relational data. 4. state the rules of GIS. 5. identify GIS human ware.	1. Hardware components: - digitizer - Global Positioning System (GPS) - computer - printer - scanner etc 2. Software for: - data input - storage - retrieval - manipulation 3. Data: - positional - relational 4. Procedures; set of rules. 5. People experts.	1. Guides students to: - identify GIS hardware. - identify the various software and their uses. - distinguish between positional and relational data. - use the GIS hardware e.g. Digitizer, GPS, computer, etc. 2. Initiate and guides discussions on: -data types (positional and relational data). - GIS procedures/sets of rules. - human components of GIS, their training/qualification. 3. Summarizes the highlight of the lesson on the board.	1. Listen to the teacher; ask and answer questions, take down notes. 2. Participate in class discussions. 3. Manipulate/use the GPS, digitizer and computer to process geographic data. 4. Participate in guided field work.	1. Sketches showing GIS components. 2. Slide showing GIS components. 3. Digitizer 4. GPS 5. Computer system with GIS software installed. 6. Printer 7. Scanner	Students to: 1. list the hardware, software, and people ware. 2. describe the uses of the GIS software. 3. state the difference between positional and relational data. 4. describe the rules for GIS.
11	REVISION						
12	EXAMINATION						

**ECONOMICS
SS I
FIRST TERM**

SUB THEME: PRINCIPLES OF ECONOMICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning of Economics and related concept	Student should be able to: 1. define Economics 2. list 4 importance of Economics 3. give reasons why economics is a science	1. Definition and scope 2.Importance and Methodology 3.Economics as a science	1.Explain the definition of Economics. 2. Use practical example to explain the importance of Economics. 3. Use practical example to explain why Economics is a science.	Active by giving relevant example	Relevant textbooks	Students to: 1. define Economics 2. list 5 ways in which Economics is important 3. explain why Economics is a science
2	Meaning of Economics and related concepts.	Students should be able to: 1. defined Wants, Scarcity 2. defined Scale of preference, Choice 3. defined opportunity cost 4. give relevant Examples	1. Concept of want and scarcity 2. Scale of preference, choice 3. Opportunity cost.	Using relevant illustrations to explain the concept of want, Scarcity, scale of preference, Choice, opportunity cost.	1. Active by giving relevant example of the concepts of Economics. 2. Draw up of a scale of preference.	Relevant textbooks	Students to: 1. defined Wants, Scarcity 2. defined Scale of preference, Choice 3. defined opportunity cost 4. give relevant Examples
3.	Basic Tools of Economics Analysis	Student should be able to: 1. defined Economics Tools 2. state their uses and importance 3. draw Graphic and chart from relevant table.	1. Definition and meaning 2. Tables, characteristics and importance 3. Graphs, features and importance 4. Chart; (pie chart), Bar chart, Pictogram, histograms.	Display various chart and graphs and state their uses.	Solve practical problems, Draw graphs and charts.	1.Diagram of Tables, chart , graphs 2. Identify their uses.	Students to: 1.define Basic Tools of Economics Analysis 2. draw Tables, graphs 3. draw charts and graphs 4. identify their uses.

**ECONOMICS
SS I
FIRST TERM**

SUB THEME: PRINCIPLES OF ECONOMICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Basic Tools for Economics Analysis (cont)	Student should be able to: solve problem on the mean, media, mode of any given set of data.	1. Arithmetic mean; Definition, advantages and disadvantages 2. Median; Meaning, advantage and disadvantage. 3. Mode; Meaning, advantage and disadvantage	Solves examples of problems on Mean, median and mode of given data.	Solve problems on Mean, Median, and Mode of given data.	Relevant textbooks	Students to: 1.solve problems on a, Mean b, Median c, Mode
5.	Concept of Demand and Supply.	Students should be able to: 1.defined price System 2.list the type of Price System 3.identify objectives of price System 4.defined Demand 5.state the law of demand 6.draw schedules and curves of demand	1.Price system; Definition, Type, Objective: 2.Definition of Demand; law of Demand 3.Demand schedule and curves	Guide Students to define Price System: 1. list the types of price system. 2.defines demand 3.states the law of demand, draw demand schedules and curves.	Use relevant example to explain the concept of Demand, law of demand, demand schedules and curves.	Chart showing demand of curves	Student to: 1.difine Price system 2.list types of Price system 3.identify 4 objectives of price system 4.define demand 5.state law of demand 6.draw curves from demand schedule
6	Concept of Demand and Supply	Student should be able to: 1.define Supply. 2.State the law of Supply. 3.draw Supply Schedules and curves. 4.explain the determinants of equilibrium price.	1. Definition of Supply, law of Supply. 2.Supply schedules and curves. 3. Determinants of equilibrium price.	1.States the law of Supply. 2.Draws Supply Schedules and curves. 3.Explains the determinants of price.	Use relevant illustration to explain the concept of Supply, law of Supply and determinants of price.	1. Chart showing Supply schedules and curves. 2. Diagram showing the determinants of equilibrium price.	Students to: 1.define Supply 2.state the law of supply. 3. explain the determinants of price.

**ECONOMICS
SS I
FIRST TERM**

SUB THEME: PRINCIPLES OF ECONOMICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Theory of Production.	Student should be able to: 1. define Production. 2. differentiate between direct and indirect. 3. explain the types of production.	Meaning of production (direct and indirect, primary, secondary and tertiary).	1. Guides students to define production. 2. Give relevant examples of the types production i.e. primary, secondary, tertiary.	Give example of each types of production.	Chart showing products at different stages, type of production.	Students to; 1. difine production 2. list production activities at different stages of production
8.	Theory production (cont).	Student should be able to: 1. explain the concept of factors of production. 2. list characteristics of the factors of production. 3. identify the reward for the factors of production.	1. Factor of production: Definition and meaning (Land, Labor, capital, Entrepreneur). 2. Reward for factors of production.	1. Guides students to identify the factor of production (Land, labour, capital and entrepreneur) . 2. Identify the reward for the factors of production.	Give example of each types of production .	Relevant texts and teaching materials.	Student to; 1. define and explain factors of production. 2. list 4 characteristics of the factors of production. 3. identify the reward for factors of production.

**ECONOMICS
SS I
FIRST TERM**

SUB THEME: PRINCIPLES OF ECONOMICS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Division of labour and specialization.	Students should be able to: 1. define division of labour and specialization. 2. identify 5 advantages of division of labour and specialization. 3. list 4 disadvantages of division of labour and specialization 4. explain 4 limitations to division of labour and specialization.	1. Definition and meaning. 2. advantages and disadvantages. 3. Limitation to division of labour and specialization.	Guide students to: 1. define division of labour and specialization . 2. use relevant example to explain the concept of division of labour and specialization.	Give relevant example from their environment on division of labour and specialization.	Chart and relevant teaching materials.	Student to: 1. define division of labour and specialization. 2. identify 5 advantages of division of labour and specialization. 3. list 4 disadvantages of division of labour and specialization 4. explain 4 limitations to division of labour and specialization.
10	Scale of production	Students should be able to: 1. define scale of production. 2. identify the types of scale of production. 3. state the advantages of large scale production. 4. state the disadvantages of large scale production.	1. Definition and meaning 2. Types (internal economies and external economies and diseconomies of scale). 3. Classification of internal economies of large scale production. Limitation to the scale of production.	Guides students to define scale of production.	1. Listen to the teacher; ask and answer the questions, take down notes. 2. Participate in class discussions.	Relevant text book and materials.	Students to; 1. define scale of production. 2. identify types of scale of production. 3. state 4 advantages of scale of production. 4. state 4 disadvantages of scale of production.
11	REVISION						
12	EXAMINATION						

**ECONOMICS
SS I
SECOND TERM**

THEME 2: ECONOMICS SYSTEMS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic economic problems of Every Society	Student should be able to: 1. explain the basic problem of every society. 2. state example of different economic.	1. definition and meaning 2. types of economic system, (Capitalism, socialism, mix economy) 3. Advantages and disadvantages	Guide students to discuss the types of economic system.	Give example of the economic system	Relevant text books and learning materials.	Students to: 1. explain basic economic problems of every society. 2. give example of the types of economic system
2	Basic economic problems of every society (cont)	Students should be able to: 1. state the basic problems of every society; 2. suggest ways of efficient allocation and use of scale resources.	1. What to produce? 2. How to produce? 3. for whom to produce? 4. Efficiency of resource use.	Guide student to discuss the basic problem of every society and suggest ways efficient allocation and uses of scale of resource.		Relevant text books and learning materials.	Student to: 1. explain the basic problems of every society 2. identify factors to consider in the efficient uses of scale resource.
THEME 3: BUSINESS ORGANIZATION							
3	Firms and industry	Student should be able to: 1. define firms 2. define industry 3. identify types of business enterprises 4. list basic features of business enterprises 5. identify general problems of business enterprises 6. identify specific problems of business enterprises	1. definition and meaning 2. types and basic features of business enterprises 3. general and specific problems of business enterprises	1. Use relevant example to differentiate between firms and industry 2. guide students to identify the types of business enterprises 3. illustrate with example the specific and general problems of business enterprises	Give example of types of business outfit within the locality.	Arrange a visit to any business outfit within the locality	Students to: 1. distinguish between a firm and an industry 2. identify types of business enterprises 3. list 5 general and specific problems of business enterprises.

**ECONOMICS
SS I
SECOND TERM**

THEME 3: BUSINESS ORGANIZATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Firms and industry	Students should be able to: 1.define public companies 2.define private companies 3.distinguish between private and public companies 4.discuss the features of each types of business 5.distinguish between public and private limited companies	1.Private and public companies; definition 2.Characteristics of private and public companies 3.Distinction between private and public companies	1.Guides Students to define public and private companies. 2.Guides Students to discuss the features of the public and private limited companies.	Give example of types of business outfit.	Relevant text books and teaching material.	Students to: 1.define private companies. 2.define public companies 3.distinguish between both. 4. state 5 characteristics each of the private and public companies.
5.	Firms and industry	Students should be able to: 1.define quoted companies 2.define unquoted companies 3.differentiate between a share, bond and debenture	Definition and meaning 1.quoted and unquoted 2.definition and distinction 3.share,debentures and bonds	Gives example of quoted and unquoted companies	1. Listen to the teacher; ask and answer the questions, takes down notes. 2. Participate in class discussions.	Relevant text books and teaching material.	Students to: 1.define quoted companies. 2.define unquoted companies. 3.differentiate between a share, bonds and debenture
THEME 4: POPULATION, LABOR MARKET AND HOUSE CAPITAL DEVELOPMENT							
6.	Population	Students should be able to: 1.define population. 2.define population census. 3.mention 5 ways in which population census is important. 4.mention 5 problems of population census.	1. Definition and meaning. 2. Important o f population census. 3. Problems of population census.	Guides students to differentiate between population and population census.	State important of population.	Chart and other relevant materials showing present census figures from National population office	Students to: 1. define population 2.sefine population census. 3.mention 5 ways in which population census is important 4.mention 5 problems of population.

ECONOMICS
SS I
SECOND TERM

THEME 4: POPULATION, LABOR MARKET AND HOUSE CAPITAL DEVELOPMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Population	Students should be able to: 1. identify the determinations of population. 2. differentiate between over, under, optimum population.	1. Determination of population (birth rate, death rate, and migration). 2. Implication of population size and growth. 3. Over, under and optimum population growth and declining population.	Guides students to discuss the features of a growing and declining population.	List features of over, under and optimum population.	Relevant text books and chart.	Students to: 1. identify the determination of population. 2. differentiate between over, over and optimum population: growing and declining population.
8.	Theory of population	Students should be able to: 1. discuss the Malthusian's theory of population. 2. list the basic features of the Malthusian's theory of population. 3. discuss the three stages of the Demographic transitional theory of population.	1. Malthusian's theory of population. 2. Demographic transitional theory.	1. Guides students to discuss the features of the Malthusian's population theory. 2. Discuss the characteristics of three stages of the demographic transition theory.	Discuss ways in which the Malthusian's theory have been proved right.	Relevant text books and learning materials.	Students to: 1. discuss the Malthusian's theory of population. 2. list the basic features of the Malthusian's theory of population. 3. discuss the characteristics of the three stages of the Demographic transitional theory.

ECONOMICS
SS I
SECOND TERM

THEME 4: POPULATION, LABOR MARKET AND HOUSE CAPITAL DEVELOPMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Population distribution	Students should be able to: explain the meaning of population distribution and its implication on the Economy.	1.Geographical, age distribution. 2.Occupational, sex distribution. 3.Rural-Urban Migration.	Guides students to discuss the population distribution of people within the locality.	1. Listen to the teacher; ask and answer the questions, takes down notes. 2. Participate in class discussions.	Relevant text books	Students to: 1.define geographical distribution. 2.define age distribution. 3.define sex distribution. 4.define occupational distribution of population. 5.discuss the economic implication.
10	Labour market	Students should be able to: 1.define labour market 2.define labour force 3.identify and explain the factors that affect the size of labour force of a country	1. Concept of labour force. 2. Efficiency and mobility of labour 3. Factor affecting the size of p.T.O. Labour force (age, sex, occupation, education).	Guides students to compare the size of labour force against the population.	Active in the discussion of factors that affect the size of labour of a country.	Relevant text books and chart showing the percentage of labour force compared to total population of the country.	Students to: 1.define labour market. 2.define labour force 3. identify the factors that affect the size of laour force in a country. 4. briefly explain the factors listed above.
11	REVISION						
12	EXAMINATION						

**ECONOMICS
SS I
THIRD TERM**

SUB THEME 5: STRUCTURE OF THE NIGERIAN ECONOMY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The nature of Nigerian economy	Students should be able to: 1. explain the nature of the Nigerian economy. 2. identify and explain the relative contribution of the various sectors of the economy.	1. General overview of the Nigerian economy and its economy potentials. 2. Nature and Structure of industries in Nigerian. 3. Contribution of the primary, secondary and tertiary sectors.	Explain the various economic activities of the six geo-political zones of the country with regard to Agriculture and mining.	Mention various economic products produces in different zones of the country.	Economic map of Nigerian.	Students to: 1. explain the nature of the economy of Nigeria. 2. mention the economic activities of various zones.
2	Agriculture	Students should be able to: 1. define agriculture 2. identify the components of Agriculture 3. identify the systems of Agriculture.	1. Definition and mining 2. Components of Agriculture: crop production, live stock, forestry, fishing. 2. systems of Agriculture (Cultivation method) peasant farming, plantation farming, mechanized farming, co-operative farming.	Guide Students to 1. Define Agriculture 2. Explain the components of Agriculture. 3. Identify and explain the systems of Agriculture.	List major Agriculture products in their localities 2. Distinguish between food crop and cash crop.	Visit farms in their locality to observe the practice of Agriculture.	Students to: 1. define Agriculture. 2. Identify and explain the components of Agriculture. 3. identify and explain the systems of Agriculture.
3	Agriculture	Students should be able to; 1. identify 4 ways in which Agriculture is important the Nigerian economy. 2. identify 4 activities of the marketing board in Nigeria.	1. Important of Agriculture to the Nigeria Economy 2. Activities of the marketing boards in Nigeria.	Guide Students to 1. List important of Agriculture to the Nigeria economy. 2. Identify the activities/functions of the of the marketing boards in Nigeria.	List ways in which Agriculture is important to Nigerian economy.	Relevant text books and teaching materials.	Students to; 1. list and explain 4 ways in which Agriculture is important to the Nigerian economy. 2. identify 4 activities of the marketing boards in Nigeria.

**ECONOMICS
SS I
THIRD TERM**

SUB THEME 5: STRUCTURE OF THE NIGERIAN ECONOMY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Minning	Students should be able to: 1.define manning 2. idetify the various components of the Nigerian mining industry. 3.Identify the locations of Mineral deposits in Nigeria.	1.Definition and Meaning. 2.Components of the Nigerian Mining industry. 3. Minerals, types, uses and location.	Displays map showing the location of mineral deposits in Nigeria.	Mention names of different minerals that can be found in Nigeria.	1.Chart 2. Maps	Students to: 1.define Manning 2.identify various components of the Nigeria Mining industry. 3.identify the various location of mineral deposits in Nigeria.
5	Financial institutions	Students should be able to: 1.explain the term financial Institution. 2.differentiate between money and capital market. 3.list 4 advantage of capital market.	1. Meaning and segment of financial system. 2 .Money and capital market. 3. Benefits of capital market.	1. Guides students to define financial institutions. 2.Identifies from financial institutions.	Mention names of financial institution within their locality.	Relevant teaching material; pass books, withdrawal books, share certificates, dividend warrant, e.t.c.	Students to: 1. define financial institutions. 2. differetiate between money and capital market. 3. list 4 advantage of capital market.
6	Money	Students should be able to: 1.define Money 2.briefly explain the historical development of money. 3.list 5 functions of Money 4.identify 4 types of Money.	1.Definition and meaning. 2.Historical development of Money. 3. Functions and types of Money (credit card, value card, e.t.c.)	1.Defines Money 2.List function of Money 4.Identifies types of money.	1.Mention types of Money. 2.List functions of Money.	Coins note, A.T.M cards, Cowries, e.t.c.	Students to; 1.define Money 2.briefly explain the historical value of Money. 3.list 5 function of Money 4.identify 4 types of Money
7	Money	Students should be able to: 1.list characteristics of Money. 2. identify the qualities of good Money.	1.Charecteristics of Money. 2.Qualities of good Money.	Guides students to identify the characteristics of Money.	Identify the qualities of Money.	Coins, paper money.	Students to: 1.list 5 characteristics of Money. 2.identify 5 qualities of good money.

**ECONOMICS
SS I
THIRD TERM**

SUB THEME 8: DISTRIBUTIVE TRADE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Channels of distribution	Students should be able to: 1.define distributive trade 2.explain the process of distribution. 3.identify the functions of wholesaler, retailer and co-operative in product distribution. 4.explain the role of government agencies in distribution. 5.list problems of distribution in Nigeria.	1.Definition and meaning. 2.Channels and process of distribution. 3.Roles of the wholesalers, retailers and co-operatives in product distribution. 4.Role of government agencies in product distribution. 5.Problems of distribution.	Introduces the various channels of distribution and their roles.	Identify the roles of wholesalers and retailer within their locality.	Chart showing the channels of distribution.	Students to; 1.define distribution trade. 2.explain the process of distribution. 3.identify four ways in which the wholesaler contribution product distribution. 4.identify four function of government agencies in product distribution. 5.examine four problems associated with distribution in Nigeria.

**ECONOMICS
SS I
THIRD TERM**

SUB THEME 9: BUSINESS FINANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Instrument of business finance	Student should able to: 1.identify source of fund for Businesses. 2.differentiate between shares, bonds and debenture.	1.Sources of fund for business. 2.Basic instruments for business financing (Shares, debentures and bonds). 3.Meaning and types of share, debentures and other securities.	Guides students to suggest ways of financing business.	Identify various ways of money can be raised to start up a business.	Money instruments such as share certificate.	Students to: list 5 ways in which a business can be finance.
10	instrument of business finance	Students should be able to: list problems of business finance in Nigeria	Problems of business in Nigeria.	Guides students to identify problems finance in their locality.	Students identify problems facing business enterprises within their locality	Money instruments such as share certificate.	Students to; list 4 problems facing business finance in Nigeria,
11	REVISION						
12	EXAMINATION						

LITERATURE IN ENGLISH
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to literature	Students should be able to: 1. define literature; 2. states the functions of literature.	1. Definitions of literature. ii. Functions of literature.	1. Guides students to define literature. ii. Uses real life situation and guides class discussion on the function of literature.	1. Participates in class discussion. 2. States the meaning of literature from their own point of views.	1. A suitable passage bringing out the functions of literature.	Students to: 1. defines literature. 2. states the function of literature.
2	Literary appreciation	Students should be able to: 1. explains what literary is. 2. relate literature to other fields of study.	1. Meaning of literary appreciation. i. General appreciation of literature.	1. Finds a simple passage for the students to read and answer simple question on, as: i. What is the writer doing/saying? ii. How is he doing or saying it? iii. Do you think he has done/said it well? The same can be done with a simple poem.	1. Participates in class discussion. 2. Gives answers to the questions that are asked from the given passage.	1. A suitable passage and poetic text.	Students to: 1. states the meaning of literary appreciation. 2. explains the relationship between literature and other field of study.
3	Literary device I	Students should be able to: 1. lists some literary devices: i. give the meaning of the literary devices listed; ii. gives examples of the literary devices listed.	1. Figures of speech (meaning and examples). e.g. simile, metaphor, irony, personification, oxymoron.	1. Asks the students to list some literary devices. ii. Guides students in naming the major literary devices. iii. Explains with examples the meanings of the literary devices named.	1. Participates in class discussion. ii. Gives some examples of literary devices.	1. Suitable examples of the various literary devices.	Students to: 1. lists some literary devices. 2. give the meaning of literary devices listed using examples.

LITERATURE IN ENGLISH
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Literary device II.	Students should be able to: 1. lists some literary devices; i. give the meaning of the literary devices listed; ii. gives examples of the literary devices listed.	1. Figures of speech: i. Euphemism. ii. Alliteration. iii. Hyperbole iv. Allusion. v. Assonance. vi. Paradox, vii. Repetition. (meaning and examples.	1. Asks students to list some literary devices. ii. Guides students in naming the major literary devices. iii. Explains with examples the meanings of the literary devices named.	1. Participates in class discussion. ii. Gives some examples of literary devices.	1. Suitable examples of the various literary devices.	Students to: 1. lists some literary devices. 2. give the meaning of literary devices listed using examples.
5	Genres/ branches of literature.	Students should be able to: 1. states the three genres of literature. ii. recognize the three genres of literature. iii. states the differences between prose, poetry and drama.	1. Brief introduction to the three genre of literature. - Prose (divided into chapters) - Poetry (divided into stanzas). - Drama (divided into acts and scenes).	1. Presents three simple passages, one prose, one drama and the other poetry to be compared. ii. Guides students to identify and describes the differences between poetry, prose and drama passages.	1. Identify prose, drama and poetry passage. ii. States the differences between the three genres of literature using the sample passages given.	1. Drama. 2. Prose and 3. Poetry passages.	Students to: 1. states the three genres of literatures. ii. explains the difference between the three genres of literature.
6	Prose I (literature prose).	Students should be able to: 1. states the differences forms of prose. 2. recognize and identify the features of literary prose.	1. Different forms of prose. (a). Literary prose. (b). Non-Literary prose. i. Fiction. ii. Dramatic prose. Fiction; 1. narrative. 2. Descript. 3. Exposition. 4. Dialogue.	i. Illustrates features of literary prose using suitable passage. ii. Asks students to identify these features in other relevant passages.	i. States the different forms of prose ii. Identify the features of literary prose.	Suitable passage illustrating literary prose.	Students to: 1. states the different forms of prose: 2. identify the features of literary prose.

LITERATURE IN ENGLISH
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Prose II (non-literary).	Students should be able to: 1. recognize and identify the features of non-literary prose.	Different forms of prose: non- literary prose, it can be divided into two; i). Factual ii. Persuasive. (a). Factual- (i). Scientific prose ii. Journalistic prose. (b). Persuasive- (i). Propaganda text. (ii). Advertisement.	i. Illustrates the features of non-literary prose using suitable passage. ii. Asks students to identify these features in other relevant passage.	Identify the features of non-literary prose.	Suitable passage illustrating non-literary prose.	Students to: 1. states the type of non-literary prose. 2. identify the features of non-literary prose.
8.	Poetry I	Students should be able to: 1. lists some kinds of poems; 2. explains the kinds of poem listed; 3. identify of the features of the poems.	1. Kinds of poems (meaning and examples). 2. Some examples are lyric, ballad, sonnet, epic, narrative poem.	1. Guides students to list the kinds of poems. 2. Explains the kinds of poems.	i. States the kinds of poems. ii. Listens as the teacher explains the kinds of poems.	Recommended poem.	Students to: 1. states the kinds of poems. 2. explains.
9	Poetry II	Students should be able to: 1. lists some kinds of poems; 2. explains the kinds of poem listed; 3. identify of the features of the poems.	Other kinds of poems are- Ode, elegy, blank verse, free verse, lullaby.	1. Guides students to list the kinds of poem. 2. Explains the kinds of poems.	i. States the kinds of poems. ii. Listens as the teacher explains the kinds of poems.	1. States the kinds of poems. 2. Listens as the teacher explains the kinds of poems.	Students to: 1. States the kinds of poems. 2. Explains.
10	Drama.	Students should be able to: 1. explains the meaning of drama. 2. states the forms of dram; 3. explains the forms of drama.	Forms of drama. - Briefs introduction to the three forms of drama: i. tragedy ii. comedy. iii. tragic-comedy.	i. Guides students on class discussion relating to definition of drama. ii. Gives the meaning of drama. iii. Explains the forms of drama.	Participate in class discussion on the meaning of drama.	Samples of drama text relating to the three forms of drama.	Students to: 1. states the meaning of drama. 2. state and explain the different forms of drama.
11	REVISION						
12	EXAMINATION						

LITERATURE IN ENGLISH
S.S I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Drama.	Students should be able to: 1. lists some features of drama. 2. explains the features of drama listed.	1. Features of drama; Drama-cast, aside, playwright, dramatist plot, flash back, suspense, soliloquy	i. Guides students to lists some features of drama. ii. Explains the features of drama listed on the chalkboard to the students.	i. Participates in class discussion. ii. Ask for clarification when they confused.	A sample of a dram text.	Students to: 1. lists four/five features of drama; 2. explains three features of drama listed.
2.	Drama II	Students should be able to: 1. lists some features of drama. 2. explains the features of drama listed.	1. Features of drama continues- Protagonist, Antagonist, tragic flaw, tragic- hero, dialogue, character/characterization, climax, conflict, prologue, epilogue, diction.	i. Guides students to lists some features of drama. ii. Explains the features of drama listed on the chalkboard to the students.	i. Participates in class discussion. ii. Ask for clarification when they confused.	A sample of a dram text.	Students to: 1. lists four/five features of drama; 2. explains three features of drama listed.
3.	African drama: frank Ogodu. Ogeche-harvest of corruption.	Students should be able to: 1. relates the background of the playwright to the text. 2. describes and discuss the setting of the play. 3. identify elements of language used in the play.	Background of: (a). The playwright. (b). The text. (2). Setting. (3). Diction.	1. Introduces to the students elements of the playwright's life that are relevant to the play. ii. Provides the relevant information about the setting of the play. iii. Reads the passages aloud to the class stressing the various language element.	1. Participates in the reading of the text. 2. Pick roles as they read the text. 3. Act the play.	Selected passages.	Students to: 1. write brief role on the background of the playwright. 2. states the setting of the play; 3. describe the language used in the play.
4.	Textual analysis of harvest of corruption.	Students should be able to: 1. reads the acts and scenes of the play; 2. summarizes the acts and scenes that they have read.	Acts and scenes summary of the play.	1. Guides students into reading the play by assigning them different characters. ii. Calls them out in front of the class to read their parts. iii. Listens to them as they take their parts and corrects them when necessary.	1. Read the play, paying attention to the characters they are assigned to.	Recommended text.	Students to: read the play, paying attention to the characters they are assigned to.

LITERATURE IN ENGLISH
S.S I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Textual of harvest of corruption.	Students should be able to: i. Reads the acts and scenes of the play; ii. Summarizes the acts and scenes that they have read.	Acts and scenes summary of the play.	Relates the class played at the students by choosing news person to play such roles.	Read the play, paying attention to the characters they are assigned to.	Recommended text.	Students to: read the play, paying attention to the characters they are assigned to.
6.	Textual analysis of – harvest of corruption.	Students should be able to: 1. identify the main themes in the play. 2. trace the sequence of the major events in the play; 3. identify the major and minor characters in the play. 4. pick out the dramatic techniques used in the text.	1. Emphasis on. i. Themes. ii. Plot. iii. Character/ characterization. iv. Dramatic technique.	1. Leads discussion on the unfolding events. i. Group students to dramatize the different sense in which the themes are found iii. Uses character sketches to help students understand the characters better. iv. Leads students to discover the dramatic techniques used in the play.	Read the play, paying attention to the characters they are assigned to.1.	1. Recommended texts, 2. Costumes and proper may be required	Students to: 1. writes their specific theme; 2. discuss the plot of the play; 3. analyses the different characters. 4. pick out one dramatic technique used in the play.
7.	Non-African poetry- William Morris. The proud king.	Students should be able to: 1. discuss and describe the background of the poet and poem; 2. states in their own words what the poem is all about. 3. identify the various part of the poem.	Background of: i. The Poet. ii. The Poem. (a). Subject matter. (b). Structure.	i. Presents the biographical background of the poet. ii. Gives a brief background of the poem. iii. Leads discussion on what the poems is all about. iv. Guides students to identify the divisions within the poem.	i. Do a written retell of the background of the poet as well as the poem. ii. Take active part in the discussion. iii. discuss the forms of the poem in groups.	The poem.	Students to: 1. accurately restate the title of the poem and write on the background of the poet; 2. write the poem in their own words; 3. discuss the forms of the poem.

LITERATURE IN ENGLISH
S.S I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Poetic analysis of 'the proud king.	Students should be able to: 1. identify the main theme (s) of the poem. 2. identify features of languages that characterizes the poem. 3. identify the dominant images in the poem. 4. pick out the symbols used in the poem.	Emphasis on: i. theme(s). ii. style (diction, mood, tone, imagery, symbolism, poetic devices.	i. Guides students to: ii. Identify the main theme of the poem; iii. Leads discussion on the appropriateness of the language used in the poem. iv. Links the images with the background of the poem.	1. Express their personal feelings and ideas concerning the theme(s). 2. Respond to words of varying difficult levels selected from poem. 3. Work in group to write out interpretation of symbols.	The poem.	Students to: 1. states three theme(s). found in the poem; 2. lists at least two instances of unique languages used. 3. explains in writing the effectiveness of the poetic devices and symbols used in the poem.
9	African poetry Birago Diop vanity.	Students should be able to: 1. identify the main theme (s) of the poem. 2. identify features of languages that characterizes the poem. 3. identify the dominant images in the poem. 4. pick out the symbols used in the poem.	Background of: i. The poet. (a). Subject matter. (b). Structure.	i Guides students to: ii. Identify the main theme of the poem. iii. Leads discussion on the appropriateness of the language used in the poem. iv. Links the images with the background of the poem.	1. Express their personal feelings and ideas concerning the theme(s). 2. Respond to words of varying difficult levels selected from poem. 3. Work in group to write out interpretation of symbols.	The poem.	Students to: 1. states three theme(s). found in the poem; 2. lists at least two instances of unique languages used. 3. explains in writing the effectiveness of the poetic devices and symbols used in the poem.

LITERATURE IN ENGLISH
S.S I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Poetic analysis of Birago, Diop, vanity.	Students should be able to: 1. identify the main theme (s) of the poem. 2. identify features of languages that characterizes the poem. 3. identify the dominant images in the poem. 4. pick out the symbols used in the poem.	Background of: i. The poet. (a). Subject matter. (b). Structure.	i Guides students to: ii. Identify the main theme of the poem. iii. Leads discussion on the appropriateness of the language used in the poem. iv. Links the images with the background of the poem.	1. Express their personal feelings and ideas concerning the theme(s). 2. Respond to words of varying difficult levels selected from poem. 3. Work in group to write out interpretation of symbols.	The poem.	Students to: 1. states two theme(s) found in the poem; 2. pick out three poetic devices used in the poem. 3. pick out the images and symbols used in the poem.
11	REVISION						
12	EXAMINATION						

LITERATURE IN ENGLISH
S.S. I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Prose.	Students should be able to: 1. give the meaning of prose fiction. 2. states the element of prose. 3. explains the element of prose fiction.	Element of prose fiction- i. Subject matter ii. Plot. iii. Character/characterization iv. Setting. v. Theme.	i. Guides the class discussion on the meaning of prose fiction. ii. Gives detailed explanation on prose fiction. iii. Lists and explain the element of prose fiction.	i. Participates in class discussion on prose fiction. ii. Ask the teacher questions on the elements of prose fiction they find difficult to understand.	1. recommended text.	Student to: 1. explains the meaning of prose fiction? 2. lists three elements of prose fiction; 3. explains two out of the three elements of listed.
2.	African prose- Amma Darko faceless.	Students should be able to: 1. provide information on the background of the text; 2. state the theme(s) used in the text; 3. describes the setting of the text; 4. identify the unique language element in the text.	Background. i. The Author. ii. The text. iii. Theme(s). iv. Setting. v. Diction.	i. Provides information on the author's background. ii. Leads students to read the selected passage that embodied the main theme(s). iii. Guides students to describe the language elements used in the text.	i. Identify and discuss the themes in the text. ii. Identify and discuss the chapters that contains unique language elements.	The novel	The students to: 1. identify more theme(s). 2. describe adequately the authors background; 3. identify the setting of the play.
3.	Textual analysis of faceless.	Students should be able to: 1. read the chapters of the text. 2 summarize the chapters they have read.	Chapters by chapter summarized of the text.	i. Guides students into reading the novel by assigning different chapters to them to read. ii. Calls them out in front of the class to read their parts. iii. Listens to them as they read and corrects them where necessary.	i. Participates in reading of the novel, by reading it chapter by chapter.	Recommended text.	Students to: 1. read chapters one and two from the text. 2. summarize chapter one.

LITERATURE IN ENGLISH
S.S. I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Textual analysis of faceless.	Students should be able to: 1. read the chapters of the text; 2. summarize the chapters they have read.	i. Chapters by chapter summarized of the text.	i. Guides students into reading the novel by assigning different chapters to them to read. ii. Calls them out in front of the class to read their parts. iii. Listens to them as they read and corrects them where necessary.	i. Participates in reading of the novel, by reading it chapter by chapter.	i. Recommended text.	Students to: 1. read chapter three –five. 2. summarizes chapter three- five.
5.	Textual analysis of faceless.	Students should be able to: 1. identify the main theme(s) in the text; 2. trace the sequence of major events in the novel; 3. identify the major and minor characters in the novel; 4. pick out the narrative technique used in the text.	Emphasis on; 1. Theme(s). 2. Plot. 3. Characterization. 4. Narrative technique.	i. Leads class discussion on the unfolding of events in text. ii. Draws students attentions to the chapters where the theme(s) are found. iii. Uses character sketches to make students understand the characters better. iv. Leads students to discover the narrative technique used in the text.	i. Discuss the theme(s) in group. ii. Lists the major and minor character. iii. Pick out the narrative technique used in the text.	i. Recommended text.	Students to: 1. writes their specific theme(s). 2. discuss the plots of the novel. 3. analysis the different characters; 4. pick out one narrative technique used in the text.

LITERATURE IN ENGLISH
S.S. I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Non- African poetry- William Blake the school boy.	Students should be able to: 1. discuss and describe the background of the poet and poem; 2. states in their own words what the poem is all about.	Background of: (a). The poet. (b). The poem. (c). Subject matter.	i. Presents the biographical back- grouped of the poet. ii. Gives a brief background of the poem. iii. Leads discussion on what the poem is all about. iv. Gives students to identify the divisions within the poem.	i. Do a written re-tell of the background of the poet as well as poem. ii. Take active part in the discussion. iii. Discusses the form of the poem in group.	The poem.	Students to: 1. accurately re-state the title of the poem and write on the background of the poet; 2. write the poem in their own words.
7.	Poetic Ananalysis William Blake the school boy.	Students should be able to: 1. identify the main theme(s) in the poem; 2. point out rhyming words used in the poem;. 3. identify the various parts of the poem.	Emphasis on the; i. Theme(s). ii. Structure- Rhyming scheme and rhyme.	i. Leads discussion that will enable students to discover the theme(s) found in the poem. ii. Draws their attention to the division within the poem.	i. Lists the theme(s) ii. Discuss the forms of the poem in groups. iii. Work in groups to identify the rhyming scheme used in the poem.	The poem.	Students to: 1. identify and explain the major theme(s). 2. discuss the structure of the poem. 3. write out the rhyming scheme used in the poem.
8.	Poetic analysis of William Blake “the school boy.	Students should be able to: 1. identify words that appear to their emotional feelings. 2. comment on the main features of the language used in the poem. 3. bring out the image used in the text.	Style (poetic devices, diction tune, mood and image symbolisms).	i. Leads discussion on the language used in the poem. ii. Leads students to identify images used in the poem. iii. Brings out the symbols found in the poem.	i. Identify the image used in the poem. ii. Pick out the poetic devices used in the poem. iii. Discuss the language used in the poem.	The poem.	Students to: 1. list the poetic devices used in the poem. 2. bring out two images used in the poem.

LITERATURE IN ENGLISH
S.S. I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	African poetry, Gabriel Okara's "piano and the drums.	Students should be able to: 1. identify words that appear to their emotional feelings. 2. comment on the main features of the language used in the poem. 3. bring out the image used in the text.	Background of: i. The poet. ii. The poem iii. Subject matter. iv. Structure rhyme and rhyming scheme.	i. Leads discussion on the language used in the poem. ii. Leads the students to identify images used in the poem. iii. Bring out the symbols found in the poem.	i. Identify the image used in the poem. ii. Pick out the poetic devices used in the poem. iii. Discuss the language used in the poem.	The poem.	Students to: 1. write on the background of the poet. 2. summarizes the poem in their own words. 3. discuss the structure of the poem, 4. bring out the rhyming scheme.
10	Poetic analysis of Gabriel Okara's "piano and the drum".	Students should be able to: 1. identify words that appear to their emotional feelings. 2. comment on the main features of the language used in the poem. 3. bring out the image used in the text.	Emphasis on: i. Theme(s). ii. Style (diction, mood, tune. iii. Symbolic poetic device.	i. Leads discussion on the language used in the poem. ii. Leads the students to identify images used in the poem. iii. Brings out the symbols found in the poem.	i. Identify the image used in the poem. ii. Pick out the poetic devices used in the poem. iii. Discuss the language used in the poem.	The poem.	Students to: 1. lists three poetic devices. 2. bring out two images used in the poem. 3. pick out two symbols used in the poem and explain them.
11	REVISION						
12	EXAMINATION						

**FRENCH
SS I
FIRST TERM**

THEME: MEETING PEOPLE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ÉTUDIANT		
1	Se presenter en detail	Les étudiants seront capable de: 1. les apprenants seront capable de se présenter d'une façon simple. 2. donner d'autres informations et réponses	1. Structures et expressions d'identité 2. Des réponses appropriées.	1. L'enseignant guide les étudiants à utiliser les expressions telles que: - Je suis + nom - Je suis + profession - Je suis + nationalité - Je suis + adjective Ex: Je suis monsieur Jean Je suis Avocat Je suis Nigérian Je suis gentil etc. <u>Des questions:</u> - Qui es-tu? - Qui êtes-vous? - Qui es-tu? - Qu' êtes-vous? - Avec qui? Des réponses appropriées: - Je suis médecin - Je suis à/au/à la/dans/à côté de .etc. Je suis + nationalité. (description physique) 2. L'enseignant répond aux questions et invite les étudiants tour à tour à faire autant c-a-d parler d'eux-mêmes. 3. L'enseignant écrit au tableau différentes formes de se présenter en détail. Ex: Je m'appelle monsieur Pierre Ekolú. Je suis français et je suis professeur de français etc.	1. Les étudiants participent activement dans la classe 2. Ils observent et répètent les expressions après l'enseignant. 3. Un étudiant présente son voisin de table à la classe 4. Répétition: Elève/élève 5..Enseignant/élève 6. Chaque étudiant remplit une fiche d'identité.	1. Texte de lecture. ONYVA (BK 1 P-10) 2. Texte de production orale 3. Extrait de texte de littérature 4. Le tableau noir 5. Documents authentiques.	Les étudiants: 1. se présentent en utilisant différentes expressions. 2. faire des phrases simples pour se présenter. 3. répondre aux questions facilement.

**FRENCH
SS I
FIRST TERM**

THEME: MEETING PEOPLE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
2 & 3	<p>Identifier des personnes Par: -profession -titre -couleur d'habit.</p> <p>Présenter un ou plusieurs de ses camarades</p>	<p>Les étudiants seront capable de:</p> <ol style="list-style-type: none"> 1. identifier les différentes professions, couleur d'habit et titre 2. identifier les différents groupes ethniques par leurs habits. 3. présenter ses camarades en détail. 4. donner des informations sur ses camarades. 	<p>Structures/expressions d'identité.</p> <p>Description physique</p>	<ol style="list-style-type: none"> 1. L'enseignant parle du différentes professions. Il guide les étudiants a discuter les différentes profession 2. Il parle du différents groupes ethniques au Nigeria et à Delta. 3. Les habits particuliers à un groupe ethnique. Ex: Ceux qui travaillent à l'hôpital: - Médecin - Infirmier(e) - Chirurgien(me) etc. Les Yourubas, les Igbos, les Haoussas etc. - Comment est –il/elle? Il/elle est: - grand(e) - petit (e) - Mince - gros (se) etc. 	<ol style="list-style-type: none"> 1. :Les étudiants par petits groupes, créent un personnage en donnant les détails ce le personnage. 2. Les étudiants regardent l'image des différents groupes ethniques et ils l'identifient et décrivent en détail. 	<ol style="list-style-type: none"> 1. Cartes 2. Images 3. Photo 4. Casette vidéo 5. documents authentiques 6. CDs 7. Textes de dialogues 8. Le jeu de rôles. 	<p>Les étudiants:</p> <ol style="list-style-type: none"> 1. identifier les professions. 2. maintenir et identifier les différents groupes ethniques à delta. 3. présenter son voisin de table à la classe en détail

**FRENCH
SS I
FIRST TERM**

THEME: MEETING PEOPLE

SEMESTRE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
4 & 5	Exprimer ses goûts et ses préférences	Les étudiants seront capable de: 1. parler de ses goûts 2. parler de ses préférences 3. S'exprimer facilement des phrases simples.	Vocabulaires/ expressions parlant de goûts, de choix	1. L'enseignant donne les mots clés d'une profession. 2. Il guide les étudiants à discuter les différentes professions, plats, sports etc. 3. Il incite les étudiants à parler de leurs préférences en utilisant ces expressions. - J'aime/je n'aime pas.. - Je déteste ... - J'ai horreur de ca... Ç'est nul - Je préfère ... - Ça me plait - Ça me va - J'aime ça etc.	1. A tour de rôles, les étudiants disent à la classe ce qu'ils aiment et n'aiment pas. 2. Les étudiants parlent des métiers qu'ils aiment. 3. parlent de leurs préférences et pourquoi.	1. Texte de dialogue. 2. Cartes. 3. CDs 4. Production orale 5. ONYVA	Les étudiants: 1. jeu de rôles. j'aime/je n'aime pas. l'enseignant écrit sur au bord de papier des mots désignant des plats, des professions, des personnages célèbres etc. a tour de rôles, il proche un papier au hazard et les étudiants expliquent à la classe qu'ils aiment/n'aiment pas cette chose ou personne.
6	Parler de son environnement	Les étudiants seront capable de : 1. parler de son environnement immédiat 2. decrire son environnement immédiat	Structures/ expressions/adjectifs de description	1. L'enseignant décrit la salle de français. 2. Il guide les étudiants a parler de ses quartiers, écoles, villes, villages etc. Ex . I : Cette salle de français est petite avec six tables et plusieurs bancs. Les mûrs sont recouverts d'affiches, je la trouve bien aménagée etc. II : Dans mon quartier, llya C'est assez dangereux de se promener dans cette rue..... III : Mon école est grande. C'est située dans la rue....	1. Les étudiants essayent de décrire leurs environnement oralement en classe. 2. Ils parlent d'un lieu de leur choix. 3. Par groupes, ils créent des lieux en détaillant ensemble leurs caractéristiques. 3. A tour de rôles, ils parlent de ces caractéristiques	1. La salle de classe. 2. Cartes 3. Photos 4. Documents authentiques 5. CDs 6. Vidéos etc.	Les apprenants à..... 1. décrire leurs environnement immédiat 2. parler de quelques lieux qu'ils connaissent

**FRENCH
SS I
FIRST TERM**

THEME: MEETING PEOPLE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
7	Demander et indique le chemin.	Les apprenants seront capable de : 1. Poser des questions pour demander le chemin. 2. indiquer le chemin 3. Recevoir des renseignements sur ses environnements.	Vocabulaires expressions concernant l'environnement par l'endroit où l'on se trouve. Ex : où se trouve ... ? 2. le grand marché, s'il vous plait Réponses - 1. Là - bas 2. là 3. à gauche 4. tout droit etc.	1. L'enseignant guide les étudiants à discuter les différents chemins dans l'environnement immédiat. 2. Il parle des différents moyens de transports. Ex : voiture Avion Vélo etc. 3. Il écrit au tableau noir quelques expressions pour indiquer et demander le chemin. Ex : Ou se trouve... ? - Par où ? - Où est-ce qu'on... - Comment faire pour aller au marché? <u>Réponses</u> - Je t'explique le chemin - D'abord, prendre.... - Ensuite, tourner à - Marcher tout droit ... etc. - Remonter/ descendre une rue - Continuer, traverser etc. - C'est loin ? - C'est comment ? - C'est combien de kilomètre d'ici ? etc.	Les étudiants choisent un endroit qu'ils vont visiter et indiquent comment y arriver. 2. Un étudiant explique a un Etranger comment arriver a la poste centrale, à la plage, au marché, à l'église catholique etc. 3. Vous êtes étranger, vous demandez à un passant, comment arriver à certains lieux d'intérêts touristiques.	1. ONYVA (3) p.13. 2. Les photos des moyens de transports. 3. Production orale (activité orale). 4. Documents authentiques. 5. Les routes dans l'environnement immédiat	Les étudiants à.... 1. Expliquer à l'étranger le chemin a surve pour aller à l'église catholique dans son environnement immédiat. 2. demander un chemin à un passant , comment arriver à certains lieux touristiques.

**FRENCH
SS I
FIRST TERM**

THEME: MEETING PEOPLE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
8 & 9	Exprimer son accord/désaccord et savoir dire pourquoi.	Etre capable de s'argumenter de façon simple.	<p>Vocabulaires et expressions tournant autour de simple arguments.</p> <ul style="list-style-type: none"> - Je suis d'accord. - Je ne suis pas d'accord. - Je crois/Je ne crois pas. - C'est vrai/ce n'est pas vrai. - C'est juste - Vous avez raison - C'est faux etc. <p>Expressions de justification :</p> <ul style="list-style-type: none"> - à cause de. - parce que - en raison de.... - pour que.... etc. 	<ol style="list-style-type: none"> 1. L'enseignant donne aux étudiants ses opinions sur des sujets divers. 2. Il demande les opinions des étudiants sur ces sujets divers. 3. Il note les différentes expressions d'opinions employées par les étudiants au cours d'un débat/dialogue. 4. Il demande à la classe de proposer d'autres sujets. 	<ol style="list-style-type: none"> 1. Les étudiants écoutent l'enseignant. 2. Ils observent et apprennent les expressions tournant autour de simples arguments. 3. Ils proposent d'autres sujets et donnent des raisons pour leurs opinions. 4. Ils travaillent en groupe. Ex débat. 	<ol style="list-style-type: none"> 1. ONYVA 3 p.60 & 61 2. CDs 3. Jeux <p>Ex : jeu de rôles - Jeu de chiffon.</p>	Donnez votre opinion sur les sujets suivants et dites pourquoi.

**FRENCH
SS I
FIRST TERM**

THEME: MEETING PEOPLE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
10	Parler des actions quotidiennes	Les étudiants seront capable de: 1. Utiliser des vocabulaires par rapport aux activités quotidiennes. 2. S'exprimer facilement en disant ce qu'ils font habituellement.	Structures/ vocabulaires/ expressions de tous les jours.	<p>1. L'enseignant guide les étudiants à étudier quelques vocabulaires et expressions par rapport aux activités quotidiennes telles que ; ce qu'il fait habituellement.</p> <p>- Tous les jours.</p> <p>Je + verbe (se lever) (se réveiller) (se préparer) ('habiller) (Se laver) (Se peigner) etc.</p> <p>Ex : Je me lève à 5 hrs du matin.</p> <p>- Je me lave et je me prépare etc.</p> <p>2. Tous les jours + présent.</p> <p>Ex : Je joue au football.</p> <p>- chaque jour, je viens au lycée.</p> <p>3. Il dit ce qu'il fera le weekend.</p> <p>4. Il demande aux élèves ce qu'ils font chaque jour à l'école. Ce qu'ils feront chez eux le premier jour des prochaines vacances.</p> <p>5. Il invite les étudiants un par un expliquer/dire ce qu'il fait habituellement à la classe oralement.</p> <p>6. Il écrit ses activités d'une journée au tableau noir.</p>	<p>1. Les étudiants proposent les activités d'une journée/week-end.</p> <p>2. Ils font un emploi du temps ou ils marquent ce qu'ils font tous les jours sur un calendrier :</p> <p>- Les fêtes importantes de leurs villages/villes ou pays.</p> <p>3. Par groupe, ils discutent leurs différentes activités habituelles en utilisant les vocabulaires et expressions appris.</p> <p>4. Les étudiants copient les notes de l'enseignant pour les guider.</p>	<p>1. Texte de lecture facile.</p> <p>2. Dialogue</p> <p>3. Jeu de rôles</p> <p>4. films</p> <p>5. coupures des journaux.</p>	<p>1. Que feriez-vous le week-end.</p> <p>2. Ou' est-ce que vous faites tous les jours ?.</p>

**FRENCH
SS I
SECOND TERM**

THEME: MAKING PLANS FOR THE FUTURE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
1	Expliquer ses projets personnels	Les étudiants seront capable de: 1. Identifier les différents projets personnels disponibles. 2. Faire un choix 3. dire ce qu'on fera dans l'avenir.	Vocabulaires/ structures/ expressions aidant à expliquer ces projets.	1. L'enseignant guide les étudiants à discuter les différents métiers/professions. 2. Il parle de son projet personnel. 3. Il invite un apprenant pour parler de son choix du projet personnel. Ex : Plus tard, je ferai..... - Si je deviens ministre, je donnerai des bourses scolaires aux étudiants. 4. L'enseignant demande aux étudiants ce qu'ils veulent faire plus tard dans leur future vie personnel.	1. Les étudiants participent activement à la discussion de la classe. 2. Les étudiants parlent de ses différents choix de métiers surtout sur les projets personnels. 3. Ils disent pourquoi leurs choix. 4. Ils choisent un projet d'avenir et disent les grandes étapes pour le réaliser.	1. Textes de lecture facile. 2. Les cartes 3. Video 4. CDs	Qu'on fera dans l'avenir dans sa vie personnel.

**FRENCH
SS I
SECOND TERM**

THEME: MAKING PLANS FOR THE FUTURE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
2 & 3	Expliquer ses projets familiaux	Etre capable de: 1. identifier les différents projets familiaux ex: faire construire une maison.	Vocabulaires/expressions aidant à expliquer les projets.	1. L'enseignant guide les étudiants à parler de différents projets familiaux. 2. il parle des étapes pour réaliser les projets familiaux ex : construire une maison, on a besoin du plan, de la terre et de l'argent etc. 3. il parle d'un logement, lequel on préfère et pourquoi ex : un immeuble de trois étages avec ascenseur. - un studio - un deux pièces - un immeuble de deux étages. - un appartement ancien, moderne, calme, ensoleillé etc.	1. Les étudiants parlent avec l'enseignant en apprenant les vocabulaires et expressions associées à la construction. 2. les étudiants parlent des étapes pour réaliser les projets familiaux 3. ils discutent leurs choix d'un logement et pourquoi.	1. Texte de lecture facile 2. Vidéos 3. Documents authentiques 4. Les débats 5. CDs	Que feriez-vous dans l'avenir dans votre vie familiale?

**FRENCH
SS I
SECOND TERM**

THEME: MAKING PLANS FOR THE FUTURE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
4 & 5	Expliquer ses projets professionnels.	Les étudiants seront capable de : 1. Identifier les différents projets professionnels disponibles. 2. dire ce qu'on fera dans l'avenir en utilisant le futur.	Vocabulaires/ structures/ expressions aident à expliquer et exprimer au futur.	1. L'enseignant guide les étudiants à parler de différentes professions pour les sensibiliser. Ex : Il pose quelques questions sur la profession. - Le médecin travaille Qù? - Celui qui conduit une voiture s'appelle comment ? - Que fait l'avocat(e) ? etc. 2. Il parle de quelques projets professionnels. 3. Il donne des conseils sur les différents projets professionnels pour guider les étudiants à faire leurs choix. 4. Il observe l'utilisation du « futur » par les étudiants parlant de ses projets professionnels. 5. Il invite les étudiants un par un pour choisir et parler d'un projet professionnel.	1. Les étudiants répondent aux questions posées par l'enseignant. 2. Ils discutent en classe quelques professions. 3. Ils écoutent les conseils de l'enseignant, puis ils posent des questions. 4. Ils font quelques phrases en utilisant le futur. Ex : Plustard, je construrai un immeuble de trois étages 5. Ils font l'activités écrite.	1. Texte de lecture facile. 2. Les photos de différentes professions. 3. Cartes 4. Video 5. Les livres.	1. Quel métier choisiriez vous et pourquoi ? 2. Que feriez-vous plustard.

**FRENCH
SS I
SECOND TERM**

THEME: MAKING PLANS FOR THE FUTURE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
6	Expliquer ses intentions	Les étudiants seront capable de : 1. dire ce qu'ils veulent faire plus tard. 2. Exprimer ses intentions.	Vocabulaires/ structures/ expressions aidant à présenter une intention et un souhait.	1. L'enseignant parle de ses intentions pour les vacances prochaines. 2. Il insiste sur les expressions pertinentes courantes. Ex : Je pratiquerai des activités artistiques ou sportive. - Les vacances prochaines, je serai à Abuja etc. - Dans deux années, je me marierai. - Si je deviens responsable de la classe, je + futur etc. 3. Il écrit des phrases au tableau.	1. Les étudiants écoutent attentivement l'enseignant. 2. Ils répètent les expressions du futur après. l'enseignant pour plusieurs fois. - Elève/enseignant - Elève/élève 3. Ils créent leurs intentions et discute ça en classe. Elève/élève. 4. Ils écrivent des phrases au tableau comme activité écrite.	1. Texte de lecture 2. Activité orale.	1. Présenter votre intention et souhait à la classe. 2. Si vous devenez médecin, que feriez-vous ?

**FRENCH
SS I
SECOND TERM**

THEME: MAKING PLANS FOR THE FUTURE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
7 & 8	Donner des conseils et des avertissements	Les étudiants seront capable de donner des conseils en général.	<p>Vocabulaires/ expressions relatifs au conseil/à l'avertissement</p> <p>2. Expressions de la conséquence.</p> <p>Si + présent + future.</p> <p>- Je te conseil de...</p> <p>- Je ne veux pas que + subjonctif</p> <p>- Sinon</p> <p>- autrement etc.</p>	<p>1. l'enseignant guide les étudiants à formuler des différents projets qu'ils aimeraient réaliser.</p> <p>2. Il leur demande ensuite de préparer par écrit en petits groupes, une liste de conseils et d'avertissement pour réussir ces projets.</p> <p>Ex : Pour devenir pilote de ligne, il faut.....</p> <p>- d'abord....</p> <p>ensuite.....</p> <p>- enfin.....</p> <p>- et surtout, il ne faut pas....</p> <p>3. Il utilise le jeu de roles pour faire les étudiant parler en classe.</p> <p>- Tu veux ?</p> <p>- Je ne veux pas...</p> <p>- Pourquoi ?</p> <p>- Parce que si je + présent.</p> <p>- Je veux + infinitif.</p> <p>- Comment faire pour + infinitif.</p> <p>- Pour réussir, d'abord tu + futur.</p> <p>- Ensuite, tu + futur.</p> <p>- Enfin, tu + futur.</p> <p>ATTENTION :</p> <p>Si je/tu + présent.</p>	<p>1. Les étudiants formulent les projets en disant comment les réaliser.</p> <p>2. Ils préparent par groupes une liste de conseils en utilisant des expressions aidant à conseiller.</p> <p>3. Avec le jeu de rôles, Ils donnent des conseils sur différents projets.</p> <p>Ex : Un père/une mère donne des conseils à son fils ou sa fille qui part à l'université.</p>	<p>1. Texte de production orale</p> <p>2. Documents authentiques.</p> <p>3. Cartes</p> <p>4. Les images</p> <p>5. Textes audio</p>	<p>Votre meilleur ami vous annonce qu'il veut quitter le village. Conseillez le et mettez le en garde.</p>

**FRENCH
SS I
SECOND TERM**

THEME: MAKING PLANS FOR THE FUTURE

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
9 & 10	Exprimer des souhaits et parler de L'avenir.	<ol style="list-style-type: none"> 1. Etre capable de formuler de simples souhaits. 2. Parler de l'avenir. 	Vocabulaire/ expressions relatifs à l'expression de souhait. Ex : Je voudrais... - Je veux bien... - J'aimerais. - Je comte - J'espère - Je souhaite.	<ol style="list-style-type: none"> 1. L'enseignant guide les étudiants à formuler quelques souhaits. Ex : J'espère que dans un mois, J'achèterai une voiture. 2. Il écrit les propositions au tableau. 3. Il discute les propositions avec les étudiants. 4. Il demande aux étudiants quels changement la réalisation de ses souhaits amènera. 5. L'enseignant divise la classe en groupe auxquelles il demande d'écrire une carte de voeux pour le jer janvier, un anniversaire, un malade, un mariage etc. Ex : comment tu vois l'avenir ? - Que pensez-vous de l'avenir ? - Je crois que... - Je vois que - Je pense que..... - J'espère que..... 	<ol style="list-style-type: none"> 1. Les étudiants formulent les souhaits avec l'enseignant. 2. Ils font quelques propositions de souhait et écrivent au tableau noir. 3. Ils parlent par production orale, un par un, les propositions au tableau noir. 4. Ils observent et parlent du changements que la réalisation de ces propositions/souhaits amènera. 5. Ils écrivent une carte de voeux par groupe. 	<ol style="list-style-type: none"> 1. Texte de dialogues. 2. Texte de jeu de rôles 3. Films 4. Le tableau noir. 	<ol style="list-style-type: none"> 1. Ecrivez une carte de voeux. 2. Est-ce qu'il faudra tou jours aller à l'école ?

**FRENCH
SS I
THIRD TERM**

THEME: EXPRESSING SENTIMENTS AND OPINIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
1 & 2	Exprimer son opinion - Justifier son opinion	Les étudiants seront capable de dire : 1. Si on aime ou n'aime pas quelques choses. 2. Ce que l'on en pense. 3. Analyser une image.	Vocabulaires/ structures/ expressions permettant à s'exprimer une opinion. - J'aime bien... - J'adore - Je déteste.... - Je n'aime pas du tout... etc.	1. L'enseignant demande aux étudiants ce qu'ils aiment et ce qu'ils n'aiment pas pour les sensibiliser. 2. Il leur demande de justifier leurs opinions. Ex : J'aime les fruits parce qu'ils sont bonnes pour la santé : - J'aime les films d'horreur parce que c'est effrayant. - Je n'aime pas la polygamie parce qu'il ya beaucoup de problèmes. 3. L'enseignant fait un tableau, une liste des expressions tellesque : - Qu'est-ce que tu pense de la polygamie ? - Tu aimes .. ou pas ? - Cela te plait-il ? Ça t'intéresse. Qu'est-ce que tu en pense ? - A mon avis, je... - Personnellement, c'est... - Je pense que... 4. Il guide les étudiants a utiliser ces expressions pour exprimer ses opinions un par un.	1. Les étudiants parlent de ce qu'ils aiment et n'aiment pas. Ils discutent en classe avec l'enseignant. 2. Ils justifient leurs opinions. 3. les étudiants font des phrases avec la liste d'expressions au tableau. 4. Ils font un débat en classe sur certaines opinions. 5. Ils écrivent sur leurs cahiers ses opinions comme devoir..	1. L'activité orale 2. Les cartes 3. Jeu de rôles en classe. 4. Texte de jeu de rôles.	Que pensez - vous de la polygamie. 2. Pourquoi aimes-tu les films d'horreur ?

**FRENCH
SS I
THIRD TERM**

THEME: EXPRESSING SENTIMENTS AND OPINIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
3	Reagir à une opinion	1. Etre capable d'employer des formules appropriées en réaction à un avis. 2. Réagir à une opinion positive/négative.	Vocabulaires/ expressions permettant à réagir à une opinion. Ex : Peut-etre - Impossible - Pas exactement - Sûrement - C'est certain etc.	1. L'enseignant demande aux étudiants leurs opinions sur des sujets divers. 2. Il écrit sur des bandes de papier des opinions. Ex i : C'est bien d'avoir beaucoup d'enfants. ii. « Les femmes sont plus intelligentes que les hommes ». iii. « Aller à l'école, c'est une perte de temps ». iv. « Les femmes conduisent mieux que les hommes ». v. « Le français est facile » etc. 3. L'enseignant note au tableau les différentes expressions employées par les apprenants.	1. Les étudiants tirent au sort une bande de papier et disent, Je pense qu ...etc. Pour exprimer ses opinions sur les sujets écrits. 2. Les étudiants participent au débat en parlant contre ou pour une sujet de leurs choix en utilisant les expressions suivantes. - Je suis pour ... - Je suis contre.... - Je désapprouve ..parce que... - J approuve .. - Je suis du même avis que tol... - Je suis d'accord - Je ne suis pas d'accord etc.	1. sujets pour le débat 2. Jeu de rôles 3. Jeu de chiffon 4. Tirer au sort. 5. Petit pièce de théâtre.	Vous êtes journaliste dans un grand quotidien. Vous donnez votre opinion sur un film, un livre, une décision du gouvernement pour réagir.

**FRENCH
SS I
THIRD TERM**

THEME: EXPRESSING SENTIMENTS AND OPINIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIGUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
4 & 5	Comparer le monde d'hier et celui d'aujourd'hui	Les étudiants seront capable de : 1. dire comment on vivait avant. 2. ce que l'on fait maintenant. 3. comparer les deux. 4. dire ce que l'on pense.	Vocabulaires et expressions permettent à parler et comparer. Ex : Aujourd'hui, il ya... - Avant/autre fois c'était... - Il y avait. - Il n'y avait pas de.... - Qu'est ce que tu en penses ? - C'est mal... - Ce n'est pas mal. - C'est moins bien etc.	1. En faisant participer les étudiants, l'enseignant décrit un aspect de la vie moderne. Ex : Aujourd'hui, Ilya beaucoup de moyens de transport. Lesquels ? (nommer les moyens de transport). 2. Il demande si c'était comme ça autrefois en utilisant l'imper Fait. 3. Il donne d'autres exemples : - Distractions - Loisirs - Familles - Villes - Magazines - Ecoles - Moyens de communication. 3. L'enseignant demande aux étudiants d'imaginer comment on faisait avant et ce qui se passe maintenant. 4. Il guide les étudiants à exprimer leurs opinions sur le changement. 5. Il écrit les divers opinions sur le tableau et donne son opinion aussi	1. Les étudiants participent activement dans la discussion de l'enseignant. 2. Ils essaient de comparer la vie avant et celle d'aujourd'hui dans différents aspects. 3. Ils utilisent l'imper Fait et présent du verbe pour s'exprimer. 4. Avec le jeu de rôles, ils disent leurs opinions sur le changement.	1. Vidéo 2. Débat 3. Texte de lecture 4. Les documents authentiques. 5. Cartes etc.	1. Quels sont les changements de la vie quotidienne ? 2. Qu'en pensez vous ?

**FRENCH
SS I
THIRD TERM**

THEME: EXPRESSING SENTIMENTS AND OPINIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
6.	Exprimer sa satisfaction ou son regret.	Etre capable de : 1. Parler de ce que l'on aime 2. Exprimer le regret	Voculaires/ structures/ expressions relatifs pour parler de la satisfaction et du regret. Ex : Je suis content(e) _ Je suis satisfait(e). - Je regret(te) - Malheureusement - Regrettablement etc.	1. L'enseignant continue avec le travail de la cinquième semaine tout en insistant sur les aspects satisfaisants et peu satisfaisants. Ex : Moyens de communication d'autre fois et la situation d'aujourd'hui. Ex : la technologie - L'internet - le téléphone portable - Le Courier etc. Le téléphone était pour les riches mais aujourd'hui ... (la satisfaction) etc. 2. L'enseignant donne un exemple de la vie qu'il ya le regret. Ex : la mode - L'éducation d'autrefois et l'éducation d'aujourd'hui. - la moralité.	1. Les étudiants s'imaginent dans diverses situations de bonheur et de tristesse et font des déclarations appropriées telles que : - Comme je suis triste avec les filles d'aujourd'hui qui ne s'habillent pas bien. _ Je suis satisfait avec le moyen de communication d'aujourd'hui Et pourquoi ?	1. Textes de lecture facile. 2. Les images 3. Les cartes 4. Dialogues 5. Jeu de rôles etc.	Activités orale : 1. Comment trouvez – vous le moyen du transport d'aujourd'hui ? 2. Est-ce que vous étés satisfait avec le système de l'éducation d'aujourd'hui ?

**FRENCH
SS I
THIRD TERM**

THEME: EXPRESSING SENTIMENTS AND OPINIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
7	Exprimer ses sentiments positives et négatifs	Les étudiants seront capable de : 1. Exprimer les sentiments personnels. 2. Expliquer pourquoi.	Vocabulaires/ structures/ expressions aptes pour parler de sentiments varies. Ex : Je suis enchanté.... - Je suis triste - C'est dommage.... - Oh - Ah - Ca alors - Oh ! la la ! etc.	1. L'enseignant guide les étudiants a l'aide de gestes/mimiques à exprimer des sentiments divers. Ex : Les sentiments et les émotions. - Admiration (oh comme tu es belle !). - Satisfaction (je suis content avec toi). - choc (oh ! je suis étonné/surprise de te voir). - Colère (Je suis fâché/mecontent/en colère parce que...) 2. Il explique chaque fois ce qu'il ressent. 3. Il fait mimer des sentiments à un élève et demande aux autres de les reconnaître. 4. Il donne des expressions aidant à parler de sentiment ainsi. - Je suis inquiete - J'ai peur ... - J'ai honte et Il dit pourquoi ses sentiments.	1. Les étudiants observent les gestes de l'enseignant. 2. Ils mimiquent les gestes et l'attitude de l'enseignant et parlent de ses sentiments négatifs ou positifs. 3. Ils parlent de ce qu'ils ressent en utilisant le jeu de chiffon. 4. Ils écrivent ses sentiments personnels exprimant la satisfaction et disent pourquoi.	1. Textes de production orale. 2. Documents authentiques. 3. Cartes. 4. Images 5. Texte audio 5. Jeu de rôles.	1. Ecrivez à votre ami intime pour lui confier vos sentiments du moment.

**FRENCH
SS I
THIRD TERM**

THEME: EXPRESSING SENTIMENTS AND OPINIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
8 & 9	Exprimer ce que l'en doit faire/ne faut pas faire pour atteindre un objectif.	Les étudiants seront capable de : 1. dire ce qu'il faut faire. 2. Ce qu'il ne faut pas faire. 3. Communiquer des recommandations et des interdictions. 4. Expliquer ce que l'on doit faire pour atteindre un objectif.	Vocabulaires/ expressions relatifs aux obligations, recommandations, interdictions. Ex : Il faut ... - Il est recommandé de..... - Il est interdite de.... - Défense de	1. L'enseignant propose une série d'objectifs possibles : Ex : pour devenir avocat... - Pour gagner beaucoup d'argent etc. 2. Il demande aux étudiants ce que l'on doit faire pour atteindre ses objectifs. 3. Il écoute les différents contributions des étudiants et les écrit au tableau noir. 4. Il guide les étudiants à utiliser les différentes manières de le dire telles que : - Pour réussir un examen qu'est ce qu'il faut faire ? Réponse. Pour réussir un examen, - on doit + infinitif. Il faut + infinitif, si quelqu'un veut - qu'est ce qu'il faut qu'il fasse... ? Réponse :- Il faut qu'il + subjonctif. 5. L'enseignant recherche avec les élèves quelques projets qu'ils aimeraient réaliser : Ex : i. Acheter une voiture (Jeep) ii. voyager en France. iii. Obtenir un passeport iv. faire un mariage. v. pour être un/une bon(ne) élève... vi. Pour ne plus dormir en classe etc.	1. Les étudiants écoutent attentivement aux propositions de l'enseignant. 2. Ils parlent de ce que l'on doit faire pour attendre ou pas atteindre ses objectifs 3. Les étudiants appliquent les différentes manières de l'expression. 4. Avec le jeu de rôles, ils parlent de différentes interdictions et recommandations au Nigeria. Ex : Interdit d'uriner ici. - Défense de fumer etc.	1. Texte du dialogue 2. Coupures de journaux. 3. films 4. Jeu de rôles 5. activité écrite	1. Qu'est ce qu'il faut faire pour ne plus dormir en classe. 2. pour obtenir un visa, qu'il ne faut pas faire ?

**FRENCH
SS I
THIRD TERM**

THEME: EXPRESSING SENTIMENTS AND OPINIONS

SEMAINE	SUJET	OBJECTIFS COMMUNICATIFS	CONTENU	ACTIVITES		RESSOURCES PEDAGOGIQUES	GUIDE D'EVALUATION
				ENSEIGNANT	ETUDIANT		
10	Donner la/les raison(s) des sentiments varies.	Etre capable d'employer et expliquer les sentiments.	Vocabulaires/ structures/ expressions visant à expliquer ses sentiments. Ex.: - Fatigue - ennui - chaleur - froid - calme - peur - A mon avis - A mon âge..... - De ma part.....etc.	1. L'enseignant choisit et explique une opinion sur un sujet/sentiment. 2. Il donne la raison pour ce choix. Ex : J'adore du riz au gras parce que... - en raison de.... - à cause de...etc.	Les étudiants à tour de rôles, expliquent pourquoi ils sont ou ne sont pas toujours ennuyés ou en colère.	1. Texte du dialogues adaptés 2. Coupures de journaux 3. Jeu de rôles.	Pourquoi avez-vous peur de chien ?

**IGBO
SS I
TAAM NKE MBU**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
1	Ekwumekwu	Umuakwukwo ga-enwe ike: 1. ikwu aha ndi no n'ezinaulo. 2. ikowaputa oruaka ndi exinaulo ha. 3. ikouaputo oru diiri na nruberere onye o bula n'ezinaulo	Nkowa banyere exinaulo: 1. aha nne na nna 2. aha umunne 3. aha obodo 4. oruaka nne na nna 5. oru diiri onye n'ezinaulo 6. nrubeere onye n'ezinaulo	1. Igosiputa eserese ezinaulo 2. Iduzi na Igbazi mkparita uka banyere ezinaulo	1. Ikpoputa aha ndi no n'ezinaulo 2. Ikowaputa oru aka ndi ezinaulo 3. Ikowaputa oru diiri na nrubere n'ezinaulo	1. Eserese 2. Foto ndi ezinaulo	Umuakwukwo: 1. ikwu aha mmadu ato n'ezinaulo 2. ikwu oruaka abuo ndi no n'ezinaulo 3. ikowaputa otu oru nrubeere diiri onye n'ezinaulo
2	Agumagu odinaala	Umuakwukwo ga-enwe ike: 1. ikowaputa lhe agumagu bu -udi yadi iche iche -uru o bara	1. Nkowa ihe bu agumagu 2. udi ya di iche iche -Akuko odinaala -Ejije odinaala -Abu odinaala	1. Ikowa ihe agumagu odinaala bu, udi ya na uru ya 2. Inye omumatu udi nla o bula 3. Iduzi umuakwukwo n'lkoputa, na lmeputa agum agu odinaala	1. Ikowaputa lhe bu agumagu odinaala udi na uru ya 2. Iko, igu na lmeputa agumagu odinaala. 3. Igu ihe ogugu 4. Iza na iju ajuju 5. Ise eserese 6. Ije ejije	Eserese -Ihe okpu -Ngwa ejije - Redio - tiivii	Umuakwukwo: 1. iko out akuko odinaala 2. itu ilu ato 3. iguputa out abu odinaala 4. iza ajuju banyere agumagu odinaala ndi a guru
3	Agumagu odinaala	Umuakwukwo ga-enwe ike 1. ikowaputa -Ihe agumagu bu - udi ya di iche iche -oru o bara	1. Nkowa ihe bu agumagu 2. Udi ya di iche iche. -Akuko odinaala -Ejije odinaala -Abu odinaala	1. Ikowa ihe agumagu odinaala bu, udi ya na uru ya. 2. Inye omuma atu udi nke O buta 3. Iduzi umuakwukwo n'lkoputa, na imeputa agumagu odinaala	1. Ikowaputa ihe bu agumagu odinaala udi na uru ya. 2. Iko, igu na imeputa agumagu odinaala 3. Igu lhe ogugu 4. Iza na iju ajuju 5. Ise ereese 6. ije ejije	Eserese - Ihe okpu - Ngwa ejije - Redio -Eserese -Ihe okpu -Ngwa ejije -Redio - Tiivii	Umuakwukwo 1. iko otu akuko odinaala. 2. itu ilu ato. Umuakwukwo: 1. iko out akuko odinaala. 2. Hu ilu atu 3. iguputa atu abu odinaala. 4. iza ajuju banyere agumagu odinaala ndi a guru.

**IGBO
SS I
TAAM NKE MBU**

NGALABA OMUMU: OMENALA

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
4	Njirimara ndi Igbo I	Umuakwukwo ga-enwe lke: 1. ikowaputa njirimara ndi igbo dika. - asusu - ekike - nri - omume - omenaala - oruaka.	Uzo di iche iche eji ama ndi igbo: - asusu - ekike - nri - omume - omenaala - oruaka	1. Igosiputa ihe di iche iche eji mara ndi igbo 2. Iduzi umuakwukwo n'lkparita uka gbasara ihe efiri mara ndi igbo.	1. Ikwaputa uzo di iche eji ama onye igbo 2. Ikwuputa udi nri ndi igbo na-erikari 3. Imeputa ejije banyere ekike ndi igbo.	- Eserese -Chaati -Ngwa ejije ndi igbo - Nri ndi igbo dika ji, ede, akpu, akidi d. g.	Umuakwukwo: 1. ikoputa uzo ihe ato eji mara ndi igbo. 2. ideputa uzo nri ato ndi igbo na-erikari. 3. imeputa ejije na –egosi omume ndi igbo.

NGALABA OMUMU ASUSU

5	Udaasusu	Umuakwukwo ga-enwe ike: 1. ihoputa mgbochiume na udaume/mkpuru uda (fonim). 2. ikwu ndiiche di n'etiti mgbochiume na udauwe. 3. ikwu udaume ndi dakorita na mkpura okwu. 4. ikewatalie mkpuruokwu na nkeji na nkeji. 5. hinye akaraudaolu na nkejiokwu.	1. Mgbochiume na udaume. 2. Ndiiche di n'etiti mgbochiume na udaume. 3. Ndakorita udauwe. 4. udaulu na akaraudaolu. 5. Nkejiokwu. 6. Nyiriudaume.	1. Igosiputa magbochiume na udaume. 2. Ikwaputa ndiiche di n'etiti mgbochiume na udaume. 3. Igosiputa otu udaume abuo Enwere na ndakorita ha. 4. Inye Omumaatu akaraudaolu di iche iche na igosi ha.	1. Ideputa mgbochiume na udaume. 2. Ikewaputa nkejiokwu di na mkpuru okwu. 3. Iji uda olu kwesiri ekwesi kpoputa mkpuruokwu.	Chaati abiidii.	Umuakwukwo: 1. ikpoputa mgbochiume na udaume. 2. ikwu otu ndiiche n'etiti mgbochiume na udaume. 3. ikanye akara udaolu na mkpuru Okwu ano.
---	----------	--	--	---	--	-----------------	---

**IGBO
SS I
TAAM NKE MBU**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
6	Udaasusu	Umuakwukwo ga-erwe ike: 1. ihoputa mgbochiume na udaume/mkpuru uda (fonim 2. ikwu ndiiche di n'etiti mgbochiume na udaume 3. ikwu udaume ndi dakoritara na mkpuruowu 4. ikewataie mkpuruowu na nkeji na nkeji. 5. hinye aka udaolu na nkejiokwu.	1. Mgbochiume na udaume. 2. Ndiiche di n'etiti mgbochiume na udaume 3. Ndakorita udaume 4. udaolu na akaraudaolu 5. Nkejiowu 6. Myiriudaume	1. Igosiputa mgbochiume na udaume 2. Ikowaputa ndiiche di n'etiti mgbochiume na udaume 3. Igosiputa otu udaume abuo a nwere na ndakorita ha 4. Inye omuma atu akaraudaolu di iche iche na igosi ha	1. Ideputa mgbochiume na udaume 2. Ikewaputa nkejiokwu din a mkpuru okwu 3. Iji uda olu kwesiri kpoputa mkpuru okwu.	- Chaati abiidi	Umuakwukwo: 1. ikpoputa mgbochiume na udaume. 2. ikwu otu ndiiche n'etiti mgbochiume na udaume. 3. ikanye akara udaolu na mkpuru okwu ano.
7	Ezinaulo	Umuakwukwo ga-erwe ike: 1. ikowa ihe bu ezinaulo 2. kwuputa di ezinaulo di iche iche e nwere 3. ikowaputa oru di iche iche onye o bula naaru n'ezinaulo 4. ikwu uru ezinaulo bara	1. Nkowa ihe bu ezinaulo ndi Igbo 2. Udi ezinaulo enwegasiri dika: - ezinaulo otu mkpuke - ezinaulo mbisa - Uru ezinaulo na ndu ndi Igbo.	1. Ikowa ihe bu ezinaulo 2. Ikowasi ezinaulo ndi Igbo nwere 3. Idu umu akwukwo n'ejije banyere ezinaulo 4. Izipula uru ezinaulo bara	1. Ikwu ihe bu ezinaulo 2. Ikpoputa ndi mebere ezinaulo 3. Ikwu oru diiri onye O bula n'ezinaulo 4. Ikparita uka banyere ezinaulo.	- Eserese - Chaata - Vidio	Umuakwukwo: 1. ikowa ihe bu ezinaulo. 2. ideputa aru ndi ezinaulo ha na-aruru. 3. ideputa uru ano ezinaulo bara.
8	Ezinaulo	Umuakwukwo ga-erwe ike: 1. ikowa ihe bu ezinaulo. 2. kwuputa di ezinaulo di iche iche e nwere. 3. ikowaputa oru di iche iche onye o bula naaru n'ezinaulo. 4. ikwu uru ezinaulo bara.	1. Nkowa ihe bu ezinaulo ndi Igbo 2. Udi ezinaulo enwegasiri dika: - ezinaulo otu mkpuke - ezinaulo mbisa - Uru ezinaulo na ndu ndi Igbo	1. Ikowa ihe bu ezinaulo 2. Ikowasi ezinaulo ndi Igbo nwere 3. Idu umu akwukwo n'ejije banyere ezinaulo 4. Izipula uru ezinaulo bara	1. Ikwu ihe bu ezinaulo 2. Ikpoputa ndi mebere ezinaulo 3. Ikwu oru diiri onye O bula n'ezinaulo 4. Ikparita uka banyere ezinaulo.	- Eserese - Chaata - Vidio	Umuakwukwo: 1. ikowa ihe bu ezinaulo. 2. ideputa oru ndi ezinaulo ha na-aruru. 3. ideputa uru ano ezinaulo bara.

**IGBO
SS I
TAAM NKE MBU**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
9	Mwube mkpuruokwu	Umuakwukwo ga-erwe ike: 1. igosiputa nganihu nnoneetiti na nsonaazu na mkpuruokwu.	Ihe ndi e ji ewube mkpuruasusu mofim - Nganitu - Nnoneetiti - Nsonaazu	1. Igosiputu ihe bu mkpuru asusu na udi e nwere. 2. Inye omuma atu udi nke O bula. 3. Iwebata nhaziflaashi Kaadi.	1. Igosiputa mkpuru asusu din a mkpuru okwu di iche iche. 2. Inye owu maatu mkpuru asusu. 3. Ihazi flashi kaadi n'udi Igosiputa mkpuru asusu.	- Flashi kaadi - Akwukwo ogugu klasi.	Umuakwukwo : 1. ikanye akara iji gosiputa mkpuru asusu di na mkpuru okwu ise. 2. iji mkpuru asusu di iche iche wube mkpuru okwuise.
10	Ahiriokwu na nkenudi ya	Umuakwukwo ga-erwe ike: 1. ikwu ihe ahiriokwu putara. 2. igosiputa udi ahiriokwu di iche iche.	1. Ihe bu ahiriokwu 2. Udi ahiriokwu e nwere, - Ahirimfe - Ahirinha - Ahiriokwu - Ahirinkwe - Ahirinju - Ahiri ajuju	1. Ikowa ihe bu ahiriokwu 2. Igosiputa udi ahiriokwu di iche iche.	1. Ikwu ihe bu ahiri okwu 2. Inye omu maatu udi ahiri okwu di iche iche 3. Irugosi udi ahiri okwu di iche iche na kadboodu	- Kadboodu - Akwukwo ogugu Klasi	Umuakwukwo: 1. irugosi udi ahiri okwudi iche iche. 2. iji ahiriokwu ise gosiputa udi ahiriokwu.
11	MMUGHARI						
12	ULE						

**IGBO
SS I
TAAM NKE ABUO**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
1	Ahiriokwu na nkenudi ya	Umuakwukwo ga-erwe ike: 1. Ikwu ihe ahiriokwu putara. 2. Igosiputa udi ahiriokwu di iche iche	1. Ihe bu ahiriokwu 2. Udi ahiriokwu e nwere, - Ahirimfe - Ahirinha - Ahiriukwu - Ahirinkwe - Ahirinju - Ahiri ajuju	1. Ikowa ihe bu ahiriokwu 2. Igosiputa udi ahiriokwu di iche iche	1. Ikwu ihe bu ahiri okwu 2. Inye omu maatu udi ahiri okwu di iche iche 3. Irugosi udi ahiri okwu di iche iche na kadboodu	- Kadboodu - Akwukwo ogugu Klasi	Umuakwukwo 1. Irugosi udi ahiri okwu di iche iche 2. Iji ahiriokwu ise gosiputa udi ahiriokwu di iche iche
NGALABAOMUMU: OMENALA							
2	Alumdina nwunye	Umuakwukwo ga-erwe ike: 1. ikowa ihe bu alumdi nanwunye 2. ikowa omenaala naeso alumdi nanwunye 3. ikwu uru alumdina nwunye bara	1. Ikowa ihe bu alumdina nwunye 2. Ikwu ihe ndi a na- eme mgbe a na- alu din a nwunye - Iku aka n'uzo - Ibu mmanya - Ime ego - Igba nkwa	1. Ikwara Umuakwukwo - The bu alumdi na Nwunye - Omenaala naeso alumdi na nwunye - Uru alumdi na nwunye bara	1. Ikwuputa ihe bu alumdina 2. Igosiputa ihe ndi eji eme alumdina nwunye 3. Ikparitauka banyere alum dinanwunye 4. Imeputa ejije	- Eserese - Vidio - Foto alumdi nanwunye	Umuakwukwo: 1. ime mkparitauka banyee alumdina nwunye. 2. ije ejije 3. ideputa oru ato alumdina nwunye bara.
NGALABA OMUMU: ASUSU							
3	Nkejiasusu	Umuakwukwo ga-enwe ike: ikhoputa mputara na. Oru nkeji asusu ndi a 1. Mkpoaha: - aha - nnochiaha - njuajuju - onuogugu	Njirimara na oru 1. Mkpoaha, - aha - nnochiaha - njuajuju - onuogugu 2. Ngwaa	1. Ikowa mputara na oru nkeji asusu ndi a. mkpoaha na ngwaa. 2. Inye omu maatu 3. Igu n aide ihe	1. Isu asusu 2. Igu ihe ogugu. 3. Inye omu maatu nkeji asusu ndi a 4. Iji omu maatu ndi asuo asusu maobu dee ihe odide	- Akwukwo uto asusu - Eserese - Chaati	Umuakwukwo: 1. iguputa ahiriokwu ise ndi nwere udi a. 2. ikanye akara nokpuru nkeji asusu e gosiputara n'ahiriokwu.

**IGBO
SS I
TAAM NKE ABUO**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
	NGALABA OMUMU: OMENALA						
4	Agumagu Ederede	Umuakwukwo ga-erwe ike: 1. ikowa ihe bu agumagu ederede, uru ya na udi ya 2. igu akwu kwo agumagu aderede a hoputara. - Iduuasi - ejije - abu	1. Ikowa ihe bu agumagu ederede, udi ya na uru ya. 2. Iduuazi akwukwo a hoputara 3. Ejije akwu kwo a hoputara 4. Abuiakwukwo a hoputara	1. Ikowara ihe bu agumagu ederede, udi ya na uru ya 2. Inye omunaaatu. 3. Iduzi umuakwukwo ederede ndi a hoputara	1. Ikowuputa ihe bu agumagu ederede udi ya, uru ya 2. Igu akwukwo ndi a hoputara 3. hute njirimara - Iduuzi - ejije - abu - yeputa ejije - ise eserese - iji ejiji	- Akwukwo agumagu ederede ndi a hoputara - eserese - ngwa ejije - ngwa ejiji - tepu redio na vidio	Umuakwukwo: 1. ikowaputa ihe bu agumagu ederede, udi ya na uru ya 2. iza ajuju abuo abuo banyere njirimara - Iduuazi - ejije - abu 3. ichikota na nkenke ihe a gutara n'akwukwo ndi a hoputara
5	Olundi na igbo izugbe	Umu akwukwo ga-enwe ike: ikowaputa 1. ihe bu Igbo Izugbe 2. ihe olundi bu 3. ndiiche di n'etiti olundi na Igbo Izugbe 4. ndiiche di n'olundi na Ibe ya dk. Owere na onicha	1. njirimara: - Igbo Izugbe - olundi 2. ndiiche di n'etiti Igbo Izugbe na olundi 3. uru Igbo Izugbe bara 4. uru olundi bara n'Igbo Izugbe	1. Ikowa Igbo Izugbe na olundi 2. Inye omunaaatu 3. Ikowa uru Igbo Izugbe na olundi 4. Ikoputa na Isere olundi na tepu rekoda.	1. Isu n aide Igbo Izugbe 2. Iji omunaaatu gosiputa olundi ha. 3. Isughari olundi ha na Igbo Izugbe	- Akwukwo utoasusu - Tepu na tepurekoda - Chaati - Nkowa okwu	Umuakwukwo: 1. isuputa ahiriowku abuo na-egosiputa olundi ha. 2. isuputa ahiriokwu abuo ga-agosiputa ndiiche di n'etiti olundi na Igbo Izugbe 3. ikwuputa uru abuo olundi na Igbo Izugbe bara 4. isughari maobu Ideghari ahirikwu abuo si n'olundi ha gaa n'Igbo Izugbe.

**IGBO
SS I
TAAM NKE ABUO**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
6	Olundi na igbo izugbe	Umu akwukwo ga-enwe ike: ikowaputa 1. ihe bu Igbo Izugbe 2. ihe olundi bu 3. ndiiche di n'etiti olundi na Igbo Izugbe 4. ndiiche di n'olundi na Ibe ya dk. Owere na onicha	1. njirimara: - Igbo Izugbe - olundi 2. ndiiche di n'etiti Igbo Izugbe na olundi 3. uru Igbo Izugbe bara 4. uru olundi bara n'Igbo Izuge	1. Ikowa Igbo Izugbe na olundi 2. Inye omumaatu 3. Ikowa uru Igbo Izugbe na olundi 4. Ikoputa na Isere olundi na tepu rekoda.	1. Isu n aide Igbo Izugbe 2. Iji omumaatu gosiputa olundi ha. 3. Isughari olundi ha na Igbo Izugbe	- Akwukwo utoasusu - Tepu na tepurekoda - Chaati - Nkowa okwu	Umuakwukwo: 1. isuputa ahiriowku abuo na-egosiputa olundi ha. 2. isuputa ahiriokwu abuo ga-agosiputa ndiiche di n'etiti olundi na Igbo Izugbe 3. ikwuputa uru abuo olundi na Igbe Izugbe bara 4. isughari maobu Ideghari ahirokwu abuo si n'olundi ha gaa n'Igbo Izugbe.
7	Njirimara ndi Igbe 11	Umu akwukwo ga-enwe ike: 1. ikoputa ufodu omenaala eji mara ndi Igbo dika: - omugwu - Ibe ugwu - Ikuputa nwa - Iche ojilnzu - Inabata obia - Iru mgbede d.g 2. Ikwu mkpa o di Ikwalite omenala ndi a.	1. Ihe ndi ozo gasi e ji ama ndi Igbo: - omugwu - Ibe ugwu - Iche ojilnzu - Inabata obia - iru mgbede	Ikoputa ihe ndi ozo gasi eji mara ndi Igbo.	1. Ikwu uzo ndi ozo esi ama ndi Igbo 2. Ikoputa uru di n'he ndi eji ama ndi Igbo. 3. Ikwu uru ihe ndi a bara 4. Ikwu echiche ha banyere ufodu njirimara ndi Igbo	- Eserese - Chaati - Vidio - Ije ejije	Umuakwukwo: 1. ikwuputa uzo ihe ato eji mara ndi Igbo. 2. ikwu uru ato omenala ndi a bara 3. ikoputa uzo esi eme ha. 4. ideputa mkpa ato o di ikwalite omenata ndi a.

**IGBO
SS I
TAAM NKE ABUO**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
8	Njirimara ndi Igbo 11	Umu akwukwo ga-enwe ike: 1. ikoputa ufodu omenaala eji mara ndi Igbo dika: - omugwo - Ibe ugwu - Ikuputa nwa - Iche ojilnzu - Inabata obia - Iru mgbede d.g 2. Ikwu mkpa o di Ikwalite omenala ndi a.	2. Etu e si eme omenala ndi a 3. uru ha bara	Ikoputa ihe ndi ozo gasi eji mara ndi Igbo.	1. Ikwu uzo ndi ozo esi ama ndi Igbo 2. Ikoputa uru di n'he ndi eji ama ndi Igbo. 3. Ikwu uru ihe ndi a bara 4. Ikwu echiche ha banyere ufodu njirimara ndi Igbo	- Eserese - Chaati - Vidio - Ije ejije	Umuakwukwo: 1. ikwuputa uzo ihe ato eji mara ndi Igbo. 2. ikwu uru ato omenala ndi a bara 3. ikoputa uzo esi eme ha. 4. ideputa mkpa ato o di ikwalite omenata ndi a.
9	Ogugu na Aghotaazaa Ahuike Ntorobia	Umu akwukwo ga-enwe ike: 1. igutali Igbo werewere na osiiso 2. ikowaputa Isi Ihe a guru banyere ahuike ntorobia. 3. ikowa okwu ndi siri ike n'ihe a guru 4. ikwu uche ha banyere ihe ha guru	1. Ogugu banyere ahuike ntorobia - Idobe onwe ocha - Oriamminwu (H I V / A I D S)	1. Iduzi ogugu banyere ahuike ntorobia. - Ikowa okwu ndi siri ike - Inye omumaatu 2. Iduzi mkparita uka banyere ihe a guru. 3. Igosi eserese na onyoonyoo	1. Igu ihe ogugu 2. Iza na iju ajuji 3. Ikowa mkpuruokwu ndi siri ike 4. Ikwu uche ha n'ihe a guru maka ya 5. Ikiri eserese na onyoonyoo 6. Ije ejije	1. Akwukwo ogugu 2. Eserese 3. Posta 4. Vidio	Umuakwukwo: 1. iguputa ihe ogugu 2. iza ajuju metutara ihe a guru 3. ikwu mao bu ide uche ha banyere ihe a guru.
10	Ogugu na Aghotaazaa Ahuike Ntorobia	Umu akwukwo ga-enwe ike : 1. igutali Igbo werewere na osiiso. 2. ikowaputa Isi Ihe a guru banyere ahuike ntorobia. 3. ikowa okwu ndi siri ike n'ihe a guru. 4. ikwu uche ha banyere ihe ha guru.	1. Ogugu banyere ahuike ntorobia - Idobe onwe ocha - Oriamminwu (H I V / A I D S) 2. Inu ogwu aghara aghara 3. Inu na Iza ajuji banyere ahuike ntorobia 4. uche umuakwukwo banyere ihe ha guru	1. Iduzi ogugu banyere ahuike ntorobia. - Ikowa okwu ndi siri ike - Inye omumaatu 2. Iduzi mkparita uka banyere ihe a guru. 3. Igosi eserese na onyoonyoo	1. Igu ihe ogugu 2. Iza na iju ajuji 3. Ikowa mkpuruokwu ndi siri ike 4. Ikwu uche ha n'ihe a guru maka ya 5. Ikiri eserese na onyoonyoo 6. Ije ejije	1. Akwukwo ogugu 2. Eserese 3. Posta 4. Vidio	Umuakwukwo: 1. iguputa ihe ogugu. 2. iza ajuju metutara ihe a guru. 3. ikwu mao bu ide uche ha banyere ihe a guru.
11	MMUGHARI						
12	ULE						

**IGBO
SS I
TAAM NKE ATO**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
1	Mkpuruedemede na nsoroedide	Umu akwukwo ga-enwe ike: 1. ikpoputa na irugosi mkpuruedemede - mgbochiume - udaume - myiriudaume - udamkpi 2. ikpouta na irugosi - mkpuruedemede ukwuna ndi nta - udaume ndi nwere akara ntupo 3. itinyetali akaraedemede	1. Mkpuruedemede - mgbochiume - udaume - myiriudaume - udamkpi	1. Ikawa mkpuruedemede 2. Inye omuma atu. 3. Ikowa akaraedemede 4. Igesi chaati 5. Ime akpoede	1. Iguputa na irugosi mkpuruedemede 2. Irugosi mgbochiume mkpi na udaume ndi nwere ntupo 3. Ideputa mkpuru edemede 4. Hinye akara edemede.	1. Akwukwo ogugu Klasi - Chaati	Umuakwukwo: 1. irugosi mgbochiume mkpi ise. 2. ideputa udaume ato nwere ntupo. 3. hinye akara edemede ato n'edemede.
2	Mkpuruedemede na nsoroedide	Umu akwukwo ga-enwe ike: 1. ikpoputa na irugosi mkpuruedemede: - mgbochiume - udaume - myiriudaume - udamkpi 2. ikpouta na irugosi - mkpuruedemede ukwuna ndi nta - udaume ndi nwere akara ntupo 3. itinyetali akaraedemede.	2. Nsoroedide Mkpuruedemede ukwu na nta - akara ntupo - kpom - rikom - akara ajuju - akara uhie	1. Ikawa mkpuruedemede 2. Inye omuma atu. 3. Ikowa akaraedemede 4. Igesi chaati 5. Ime akpoede	1. Iguputa na irugosi mkpuruedemede 2. Irugosi mgbochiume mkpi na udaume ndi nwere ntupo 3. Ideputa mkpuru edemede 4. Hinye akara edemede.	1. Akwukwo ogugu Klasi - Chaati	Umuakwukwo: 1. irugosi mgbochiume mkpi ise 2. ideputa udaume ato nwere ntupo 3. hinye akara edemede ato n'edemede.

**IGBO
SS I
TAAM NKE ATO**

NGALABA OMUMU: OMENALA

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
3	OCHICHI odinala Igbo	Umu akwukwo ga-enwe ike: 1. ikwu ihe bu ochichi odinaala. 2. ikowa usoro ochichi odinalz na njiri mara ha. 3. ikwu uru ochich odinaala bara.	1. Ihe bu ochichi odinala. 2. Mgbe ochichi odinala malitere 3. usoro ochichi odinala. 4. uru ochichi bara. 5. otu di iche iche onu na-eru n'okwu n'ochichi obodo.	1. Ikawa ihe bu ochichi odinaala. 2. Ikwu ogo di iche iche n'ochichi odinala. 3. ikoputa uru ochichi odinaala bara.	1. Iku ihe bu ochichi odinaala 2. Igosiputa ogo di iche iche di n'ochichi odinala bara	1. Eserese ndi ochichi odinala. 2. Foto ogbako ndi ochichi odinala	Umuakwukwo: 1. ikowa ihe bu ochichi odinala. 2. ikoputa ogo abuo di n'ochichi odinaala. 3. ideputa uru ato ochichi odinala bara.
4	OCHICHI odinala Igbo	Umu akwukwo ga-enwe ike : 1. Ikwu ihe bu ochichi odinala 2. Ikowa usoro ochichi odinalz na njiri mara ha. 3. Ikwu uru ochich odinaala bara.	1. uru ochichi bara. 2. out di iche iche onu na-eru n'okwu n'ochichi obodo.	1. Ikawa ihe bu ochichi odinaala. 2. Ikwu ogo di iche iche n'ochichi odinala. 3. ikoputa uru ochichi odinaala bara.	1. Iku ihe bu ochichi odinaala 2. Igosiputa ogo di iche iche di n'ochichi odinala bara	1. Eserese ndi ochichi odinala. 2. Foto ogbako ndi ochichi odinala	Umuakwukwo 1. Ikowa ihe bu ochichi odinala. 2. Ikoputa ogo abuo di n'ochichi odinala 3. ideputa uru ato ochichi odinala bara.

**IGBO
SS I
TAAM NKE ATO**

NGALABA OMUMU ASUSU

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
5	Edemede	Umu akwukwo ga-enwe ike: 1. ikwu udi edemede di iche iche 2. irugosi usoro edemede nke obula n'usoro ya.	1. Udi edemede di iche iche - akomako - ekwumekwu - nuritauka - nkowasi - nkowami - mkparitauka - leta.	1. Ikawa puta udi edemede di iche iche 2. Igosiputa na inye omumu atu udi edemede di iche iche 3. Iduzi ndi klasi n'ideputa edemede omumaatu	1. Ikwu udi edemede di iche iche e nwere. 2. Irugosi usoro edemede nke o bula	- Flashi kaadi . kadboodu . chaata	Umuakwukwo: 1. ikwu udi edemede ano. 2. ihazi n aide udi edemede abuo.
6	Edemede	Umu akwukwo ga-enwe ike: 1. ikwu udi edemede di iche iche. 2. irugosi usoro edemede nke obula n'usoro ya.	2. usoro edemede nke o bula: - Isiokwu - Nkebi edemede okwu mmalite, ahu edemede mmechi 3. udi leta e nwere: - Leta nke onye Leta nwannunu - usoro edemede leta: njirimara . Leta nke onye . Leta anamachoihe	1. Ikawa puta udi edemede di iche iche 2. Igosiputa na inye omumu atu udi edemede di iche iche 3. Iduzi ndi klasi n'ideputa edemede omumaatu	1. Ikwu udi edemede di iche iche e nwere. 2. Irugosi usoro edemede nke o bula 3. Ihazi na ideputa edemede nke o bula na usoro ya.	- Flashi kaadi . kadboodu . chaata	Umuakwukwo 1. ikwu udi edemede ano. 2. ihazi n aide udi edemede abuo.

**IGBO
SS I
TAAM NKE ATO**

NGALABA OMUMU ASUSU

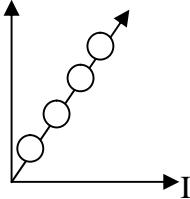
IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
7	Atumatu okwu	Umu akwukwo ga-enwe ike: 1. ikowa ihe bu atumatuokwu. 2. Igosiputa uru o bara n'agumagu. 3. ikpoputa udi ya di iche iche 4. ichoputa atumatu okwu n'ederede. 5. itinye ha n'okwu n'akwa n'ederede.	1. Ihe bu atumatuokwu 2. Udi ya di iche iche 3. uru o bara.	1. Ikawa puta ihe bu atumatuokwu udi ya na uru ya. 2. Inye omumaatu 3. Iduzi umu akwukwo igu ihe ogugu nwere atumatu okwu 4. Iduzi umuakwukwo ichoputa ufodu atumatuokwu n'ederede nakwa itinye ha n'okwu n'ederede.	1. Ikowaputa ihe bu atum atuokwu udi ya na uru ya 2. Inye omumaatu 3. Ichoputa ufodu atum atuokwu n'agumagu ndi a hoputara 4. Itinye ha n'okwu ma jirikwa ha dee ederede	. Akwukwo agumagu a hoputara . chaati	Umuakwukwo: 1. ikowaputa ihe bu atumatuokwu. 2. ikpoputa udi atumatu okwu abuo ma nye omumaatu. 3. ikwu uru atumatuokwu bara n'agumagu. 4. itinye atumatu okwu abuo n'edemede nke ha.
NGALABA OMUMU : OMENALA							
8	Oruaka	Umu akwukwo ga-enwe ike: 1. ikowa ihe bu oruaka 2. ikwu oruaka di iche iche ndi Igbo na-aruru. 3. ikwu uru oruaka bara. 4. ikoputa mkpa o di ikwalite oruaka ndi a.	1. Ihe bu oruaka 2. udi oruaka di iche iche eji mara ndi Igbo.	1. Ikowa ihe bu oruaka 2. Ikoputa oruaka di iche iche eji mara ndi Lgbo 3. Igosiputa uru oruaka ndi a bara 4. Igosiputa mkpa o di Ikwalite oru aka ndi a	1. Inye nkowa banyere ihe bu oruaka. 2. Ikwu oru aka di iche iche ndi Lgbo na-aruru. 3. Ikwu uru oru aka bara 4. Iko mkpa o di Ikwalite oruaka ndi Lgbo na-aruru.	1. Eserese udi oruaka di oruaka di iche iche 2. chaati 3. Foto ndi na-aruru oruaka	Umuakwukwo: 1. ikowa ihe bu oruaka 2. ikwu udi oruaka ano ndi Igbo na-aruru. 3. ideputa uru ato oruaka bara. 4. ikwuputa uzo ato a ga-esi kwalite oruaka n'ala Igbo.

**IGBO
SS I
TAAM NKE ATO**

IZU UKA	ISIOKWU	MBUNUCHE	NDINISOKWU	IHE OMUME		NGWA NKUZI	NNWALE
				ONYE NKUZI	UMUAKWUKWO		
9	Oruaka	Umu akwukwo ga-enwe ike: 1. ikowa ihe bu oruaka 2. ikwu oruaka di iche iche ndi Igbo na-arụ. 3. ikwu uru oruaka bara. 4. ikoputa mkpa o di ikwalite oruaka ndi a.	3. Uru oruaka ndi a bara. 4. Mkpa o di Ikwalite ha	1. Ikowa ihe bu oruaka 2. Ikoputa oruaka di iche iche eji mara ndi Lgbo 3. Igosiputa uru oruaka ndi a bara 4. Igosiputa mkpa o di Ikwalite oru aka ndi a	1. Inye nkowa banyere ihe bu oruaka. 2. Ikwu oru aka di iche iche ndi Lgbo na-arụ. 3. Ikwu uru oru aka bara 4. Iko mkpa o di Ikwalite oruaka ndi Lgbo na-arụ.	1. Eserese udi oruaka di oruaka di iche iche 2. chaati 3. Foto ndi na-arụ oruaka.	Umuakwukwo: 1. ikowa ihe bu oruaka 2. ikwu udi oruaka ano ndi Igbo na- arụ. 3. ideputa uru ato oruaka bara. 4. ikwuputa uzo ato a ga-esi kwalite oruaka n'ala Igbo.
NGALABA OMUMU ASUSU							
10	NGALABA OMUMU: ASUSU Ntughari	Umu akwukwo ga-enwe ike: 1. ikowa ihe bu ntughari 2. Ikwu usoro eji eme ntughari 3. itughari ahiriokwu	1. Nkowa ihe bu ntughari 2. usoro esi eme ntughari . Iji Igbo Izugbe . Igbakurasa ukwu n'echiche karia na mkpuruokwu 3. Okwu nditara akpu . Okwu mbite . akpaalaokwu . ntughari kpomkwem	1. Ikwu ihe bu ntughari. 2. Ikwu usoro. Eji eme ntughari 3. Inye omumaatu 4. Ime ntughari	. Akwukwo ogugu klasi . Chaati . Kad boodu	1. Eserese udi oruaka di oruaka di iche iche 2. chaati 3. Foto ndi na-arụ oruaka	Umuakwukwo: 1. ikwu ihe bu ntughari. 2. ikwu usoro ntughari 3. itughari ahiriokwu ise.
11	MMUGHARI						
12	ULE						

BASIC ELECTRICITY
SS I
FIRST TERM

THEME: BASIC ELECTRON THEORY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Structure of matter	Students should be able to: 1. explain the meaning of structure of matter. 2. define conductor and insulator. 3. state the difference between conductors and insulators.	1. Definition of matter, atom, electron and electric current. 2. Conductors and insulators. 3. Uses of conductors and insulator.	1. Uses posters and diagrams to explain structure of atoms. 2. Explains conductors and insulators. 3. States the uses of conductors and insulators.	1. Participate in class room discussion by examining displayed samples of conductors and insulators. 2. State the difference between conductors and insulators.	1. Charts and diagrams of structure of atom. 2. Pieces of conductors and insulators e.g. copper, wire, paper, rubber, wood etc.	Students to: 1. define an atom. 2. draw and explain the structure of atom. 3. differentiate between conductors and insulators.
2	Ohm's law of electricity.	Students should be able to: 1. State Ohm's law. 2. State the relationship between current [I], voltage [V] and resistance [R]. a. verify Ohm's law by performing an experiment to determine the law.  Graph of voltage against current	1. Ohm's law and application. 2. Using symbols for explaining the meaning of Current I Voltage V Resistance R	1. Defines and explains Ohm's law. 2. Explains the relationship between current I, voltage V and resistance R using Ohm's law $V = IR$ ----- 1 $V/I = R$ ----- 2 $I = V/R$ ----- 3	1. State Ohm's law. 2. Participate in the experiment to verify Ohm's law.	Charts on Ohm's law displayed on chalk board showing voltmeter resistors, ammeter and power supply.	Students to: 1. state Ohm's law. 2. State the three equations of Ohm's law. 3. use graph to explain the verification of Ohm's law.

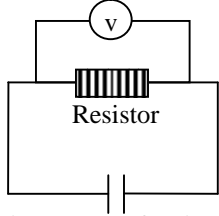

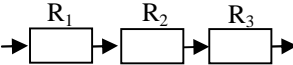
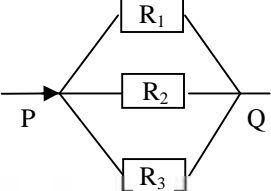
BASIC ELECTRICITY
SS I
FIRST TERM

THEME: BASIC ELECTRON THEORY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Ohm's law	Students should be able to: solve problems on Ohm's law involving current, voltage and resistance.	Simple calculation of current, voltage and resistance.	Calculates current and resistance.	Solve problems involving calculations on Ohm's laws	Circuit diagram with Ammeter, voltmeter and resistor.	Students to: calculate the current flowing in a circuit when a 12v source is connected across a resistor of 60 Ohm.
4	Electric power	Students should be able to: 1. define electrical power. 2. STATE the unit and instrument for measuring power. 3. explain the relationship between power, current and voltage. 4. state other formulae for finding power. 5. calculate joules per kw/h and state the units.	1. Concept of electric power. 2. Relationship between power, current and voltage. $P = IV$ 3. Calculation of electric power in given electric circuits. 4. Joules per kilowatt/hr and Watt hour.	1. Explains the meaning of electric power and states the formula for finding electric power. 2. Calculates power dissipation in a circuit. 3. Performs an experiment to verify joules law.	1. State the formula for finding electric power. 2. Calculate power in a given circuit. 3. Participate and examine the verification of joule's law.	1. Charts or posters diagram containing power formulae. 2. Chalk board with diagram of power formulae, calculator	Students to: 1. explain the meaning of electric power and state the unit. 2. calculate the power dissipated by a 10 resistor when a current 0.2 amp is flowing in the circuit.

BASIC ELECTRICITY
SS I
FIRST TERM

THEME: BASIC ELECTRON THEORY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Resistor	Students should be able to: 1. define and explain the term resistor. 2. mention the different circuit components that have resistors. 3. draw the circuit symbols of resistor. 4. explain the practical application of resistor. 5. calculate the resistance of a resistor using colour code.	1. Circuit components. 2. Identification of resistors. 3. Electrical symbol of a resistor, fixed and variable. 4. Colour coding and its uses. 5. Application of resistor.	1. Explains the circuit components. 2. Defines the term resistor and states the unit and symbols or resistor. 3. Explains types of resistor e.g. variable and fixed resistor. 4. States the application of resistor in a circuit. 5. Draws and explains colour coding. 6. Calculates resistor connected in series and parallel. 7. Calculates maximum and minimum tolerance resistor.	1. Explain the term resistor. 2. Identify the resistor from the circuit diagram. 3. Show the resistance values from their colour codes. 4. Draw the colour code from the table. 5. Calculate the values of a given parallel or series connection of a resistor. 6. Calculate the value of a given colour coded resistor.	1. Circuit diagram of voltmeter connected across a resistor e.g.  2. Various types of resistor e.g. i. Rheostat ii. Carbon resistor 3. Charts  Resistor  Resistors in series ($R = R_1 + R_2 + R_3$)  Parallel resistor connected $\frac{1}{R} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$	Students to: 1. define and explain resistor. 2. mention three circuit components. 3. calculate these resistor connected in i. series ii. parallel iii. in colour e.g. red, orange, black, white etc.

BASIC ELECTRICITY
SS I
FIRST TERM

THEME: BASIC ELECTRON THEORY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Inductors	Students should be able to: 1. define inductor. 2. draw and explain the circuit symbol of inductor, air and core. 3. state the use of inductor.	1. Identification of inductor. 2. Use of inductors.	1. Displays inductor on the table for the students to see. 2. Identifies types of inductor e.g. air core inductors. 3. Explains the application of inductor e.g. electrical bells, transformers and electrical motors.	1. Draw circuit of inductors. 2. Mention application of inductors.	Air core, insulator, charts, diagram, soft wire etc	Students to: 1. define inductor. 2. state the application of an inductor. 3. state types of inductor.
7	Resistance	Students should be able to: 1. define resistance. 2. explain i. series connection of resistors ii. parallel connections of resistors iii. series-parallel connections of resistors iv. describe both resistivity and connectivity v. carry experiments to demonstrate resistivity and conductivity.	1. Definition of resistance. 2. Connection of resistors i. series connection ii. series-parallel connection 3. Definition of resistivity and conductivity. 4. Experimental verification resistivity and conductivity.	1. Explains the meaning of resistance. 2. Displays samples of resistors. 3. Illustrates with example different connection of resistors. 4. Demonstrates different connection of resistors. 5. Carries experiments to demonstrate resistivity and conductivity.	1. Examine sample of resistors displayed. 2. Carryout different connection of resistors. 3. Carryout experiment on resistivity and conductivity.	1. Chalk board. 2. Textbooks. 3. Some samples of resistors.	Students to: 1. define resistance. 2. calculate for values of resistance for different connections of resistor. 3. carry out experiment on resistivity and conductivity.
8	Capacitors	Students should be able to: 1. define capacitor and state its unit. 2. identify various types of capacitors e.g. paper capacitor, mica capacitor and electrolyte capacitor etc.	1. Types of capacitor and unit. 2. Circuit symbol of capacitor- fixed and variable. 3. The application of capacitor.	1. Displays capacitor on the table for the students to see and explains the concept of capacitor. 2. Guides the discussion on this application. Of capacitors.	Participate and examine the different types of capacitors.	1. Various types of capacitors e.g. paper mica 2. Charts, diagrams, software etc	Students to: 1. define capacitor. 2. explain what dielectric is. 3. mention functions of a capacitor in a circuit. 4. draw circuit symbol of a capacitor and state the unit.

BASIC ELECTRICITY
SS I
FIRST TERM

THEME: BASIC ELECTRON THEORY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Capacitors	Students should be able to: 1. identify the colour coding. 2. calculation involving the problem of value of capacitors using colour coding.	Colour coding capacitor.	1. Explains colour coding of capacitor. 2. Sets some problem involving capacitor on the chalk board for students to solve.	1. Calculate the value of a capacitor using colour coding. 2. Solve some capacitor problem set for them by the teacher.	1. Chalk board. 2. Types of capacitor e.g. paper, mica etc	Students to: solve problems on capacitor using colour coding.
10	Capacitance	Students should be able to: 1. define capacitance. i. describe series connection of capacitors ii. parallel connection of capacitor iii. series-parallel connection of capacitors. iv. carry out different connections of capacitors. 2. describe capacitive reactance and impedance.	1. Definition of capacitance. 2. Connection of capacitance i. series ii. parallel connection iii. series-parallel connection 3. Definition of capacitance and capacitive reactance and impedance.	1. Explains capacitance. 2. Displays samples of capacitors. 3. Illustrates different connections of capacitors. 4. Demonstrates different connections of capacitors. 5. Explains capacitance, capacitive reactance and impedance.	1. Examine displayed samples of capacitors. 2. Observe the teachers demonstrations. 3. Carry out different connection of capacitors.	1. Chalk board. 2. Textbooks. 3. Samples of capacitors. 4. Charts.	Students to: 1. define capacitance. 2. carry out different connections of capacitors.
11	REVISION						
12	EXAMINATION						

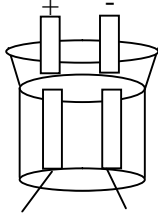
BASIC ELECTRICITY
SS I
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Design Estimation	Students should be able to: explain the meaning of wiring design estimation.	1. Concept of wiring design. 2. Estimation of the type of wiring.	1. Explains the meaning of wiring design and estimation. 2. Explains the factors to be considered in wiring of a building.	1. Participate in the class room discussion of wiring design. 2. Estimate the cost of wiring a building.	1. Estimating form table. 2. Wiring material for a particular bungalow table.	Students to: 1. estimate the cost of wiring a building. 2. give the actual circuit material schedule.
2	Magnet	Students should be able to: 1. describe magnet. 2. identify magnet. 3. draw magnets flux lines. 4. utilize magnets in generating e.m.f 5. calculate the distance between the poles of a magnet.	1. Origin of magnets. 2. Properties of magnets. 3. Applications of magnets.	1. Describes magnet. 2. Illustrates the drawing of magnetic flux lines. 3. Demonstrates the drawing of a magnet flux lines. 4. Uses magnet to generate e.m.f 5. Calculates the distance between the poles of a magnet.	1. Observe teacher's demonstration of the drawing of magnetic flux lines. 2. Carry out the drawing of magnet flux lines. 3. Carry out the generation of elec. fvomotive force. 4. Compile differences between poles of magnet.	1. Chalk board. 2. Text book. 3. Magnet. 4. Charts.	Students to: 1. list four properties of magnets. 2. state five applications of magnets.
3	The simple primary votalic cell	Students should be able to: 1. make a simple cell by placing any two electrodes of different in an electrolyte. 2. identify the positive and negative electrodes.	1. The simple cell. 2. Electrolyte containing negative and positive terminals.	1. Explains the meaning of a simple poly cell. 2. Demonstrates the cell using diagrams to buttress his points. 3. Gives some examples of electrodes used e.g. copper, Nickel, Zinc, H ₂ SO ₄ etc.	1. Participate in what the teacher is demonstrating. 2. Observe what happens in an electrolytic cell of H ₂ SO ₄ .	1. Chalk board. 2. Charts. 3. Electrolyte solution of H ₂ SO ₄ .	Students to: 1. define electrolyte. 2. state two differences between positive and negative electrode.

BASIC ELECTRICITY
SS I
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Defects of a simple cell and types of simple cell.	Students should be able to: 1. define simple cell. 2. explain the meaning of defect of simple cell. 3. classify cells in secondary and primary cell. 4. identify some problems of cell i. polarization ii. local action	1. The defects or problems of simple cell. 2. Polarization and local action. 3.Types of cell i. wet cell ii. dry cell	1. Explains the problems of simple cell. 2. States the defects of a simple cell and local action. 3. Identifies difference between local action and polarization.	1. Observe the teacher's explanation as concerns defects. 2. State some examples of simple cell i. Daniel cell ii. Leclanche cell	1. Chalk board. 2. Charts. 3. Diagram of simple cell.  Electrolyte H ₂ SO ₄	Students to: 1. explain the defect of simple cell. 2. state the defects of simple cell i. local action ii. polarization 3. state different between dry cell and wet cell.
5	Converters	Students should be able to: 1. define power supply converters and inverters. 2. state the different types of converters.	1. Power supply materials and inverters. 2. Different types of power supplies and inverters.	1. Explains the meaning of power supply, inverters and converters. 2. Illustrates various types of converters thus - DC to DC - AC to DC - DC to AC	1. State the meaning of power supply, inverters and converters., 2. List the types of converters.	DC and AC power unit.	Students to: 1. define power supply. 2. list the types of converters and inverters.
	Simple alternating current [AC] generator and direct current generator.	Students should be able to: 1. define ac and dc generators. 2. state different types of AC and DC generator.	Types of AC and DC generator.	1. Explains the meaning of AC and DC generator. 2. Draws the simple AC generator.	State meaning of AC and DC generator and participate in class discussion.	1. Chalk board. 2. Text book.	Students to: define the AC and DC power supply generator.

BASIC ELECTRICITY
SS I
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Rectification of filtration.	Students should be able to: 1. explain the term rectification and filtration. 2. draw diagrams of various circuits. 3. perform an experiment to demonstrate operation.	1. AC to DC rectification and filtration. 2. Types of rectifier circuits. 3. Verification experiment the rectification process.	1. Explains the meaning of rectification and filtration. 2. Draws the different types of rectifiers circuits. 3. Conducts example to demonstrate the operation of rectifier circuits.	1. Draw diagram of various rectifier circuits. 2. Examine the behavior of various rectifier circuits. 3. Participate in the experiments.	1. Assorted components. 2. Rectifier diodes capacitors, millimeter, transformer	Students to: 1. explain the meaning of rectification. 2. explain the need for the filtration in rectifier circuits.
7	Inductance	Students should be able to: 1. define inductance. 2. describe series connection of inductance and inductors ii. parallel connection of inductor iii. series-parallel connection of inductors 3. carry out the different connections of inductors. 4. describe inductive reactance and impedance.	1. Definition of inductance. 2. Connection of inductance. i. series connection ii. parallel connection iii. series-parallel connection 3. Definition of inductive reactance and reactance and impedance.	1. Explains inductance. 2. Displays some samples of inductors for the students to see. 3. Illustrates different connections of inductors. 4. Demonstrates different connections of inductors. 5. Examines and explains inductive reactance and impedance.	1. Examine displayed samples of inductors. 2. Observe teacher's demonstration. 3. Carry out different connections of inductors.	1. Chalk board. 2. Text book. 3. Samples of inductor.	Students to: 1. define inductance. 2. carry out different connections of inductors.

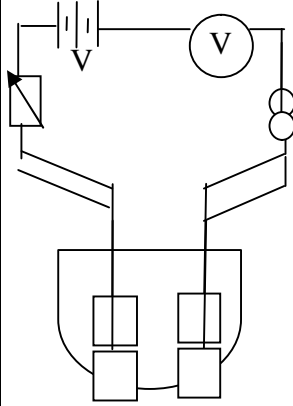
BASIC ELECTRICITY
SS I
SECOND TERM

THEME: ELECTRICAL CIRCUITS AND WIRING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Inductance	Students should be able to: 1. calculate the impedance of an inductor. 2. solve problems involving inductance and reactance using the formula $X_L = 2\pi fL$	Calculation and solving mathematical problems involving reactance and impedance.	Puts down some problems on the chalk board and solve them for the students to see and practice.	Participate in solving problems associated with inductors and impedance.	Chalk board and charts.	Students to: solve different problems associated with connections of inductors and impedance.
9	Alternating current A.C terminologies.	Students should be able to: 1. explain some terms associated with alternating current [A.C] such as i. peak value ii. Rms value iii. average value iv. frequency v. angular frequency 2. plot the wave form of an alternating current. 3. generate experimentally alternating wave forms. 4. Compute rms values.	1. Terms associated with alternating current. 2. Wave form of alternating current voltage.	1. Describes the terms associated with alternating current [A.C]. 2. Draws alternating current wave form. 3. Produces experimentally alternating current wave forms. 4. Calculates rms values from peak value.	1. Observe teacher's draw wave forms. 2. Carry out the experimental generation of alternating current [A.C] wave forms. 3. Compute rms values from peak values.	1. Chalk board. 2. Text books. 3. Signal generator. 4. Charts.	Students to: 1. state kirchhoff's law. 2. compute current in a circuit using kirchhoff's laws.
10	Nomenclature in A.C circuits.	Students should be able to: explain nomenclature in A.C circuits.	Common name or form of a A.C circuit $I = 10\sin 2\pi fL$	Describes the term associated with and A.C circuits e.g. instantaneous current I	Observe what the teacher does on the chalk board.	1. Chalk board. 2. Text books.	Students to: compute angular velocity [w] $\omega = 2\pi f$
11	REVISION						
12	EXAMINATION						

BASIC ELECTRICITY
SS I
THIRD TERM

THEME: CELL AND COMPONENTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Secondary cells and its components.	Students should be able to: 1. identify the secondary cell or accumulators. 2. explain how they are manufactured. 3. state the advantages or applications of secondary cell and maintenance of secondary cell e.g. lead acid accumulator.	1. The secondary cell. 2. Types of secondary cell. 3. Application and users of secondary cell. 4. Care for secondary cells.	1. Guides students to state the meaning of secondary cell. 2. Explains the meaning of secondary cell by using poster and drawing to guide class discussion. 3. Uses suitable demonstration to explain care for secondary cells.	1. Participate in class discussion. 2. Observe and describe changes that take place in the secondary cell. 3. Differentiate between secondary cells and primary cells.	1. Diagram of secondary cell e.g.  2. Chalkboard. 3. Two cells of different structure.	Students to: 1. state or give 3 examples of secondary cell. 2. state or explain the meaning of secondary cell or accumulator. 3. give four ways of caring for cells.
2	Manufacturing of secondary cells.	Students should be able to: 1. state two main kinds of secondary cell. 2. mention the means or ways of manufacturing secondary cell. 3. differentiate between lead acid accumulator and alkaline. 4. care and maintenance of lead acid accumulator.	1. The secondary cell. 2. Method of producing secondary cell. 3. Kinds of secondary cells. 4. Care of secondary cells.	1. Guides students to state the meaning of secondary cell. 2. Uses suitable demonstrations to show them how to manufacture secondary cell.	Participate in class room discussion in describing the manufacturing of secondary cell.	1. Chalk board. 2. Text books. 3. Diagram of secondary cell. 4. Charts.	Students to: 1. State 3 types of accumulators. 2. Explain how cells are manufactures.

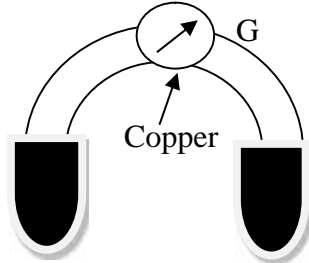
BASIC ELECTRICITY
SS I
THIRD TERM

THEME: CELL AND COMPONENTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Semi conductor theory	Students should be able to: 1. explain the meaning of semi conductor. 2. the electron loses and electron gain. 3. observe and describe intrinsic and extrinsic conduction. 4. electropositive and electronegative element.	1. Meaning of semi conductor. 2. The lattice structure of semi conductor. 3. Diffusion and drift. 4. Charge carriers.	1. Guides students to observe and explain happenings in an extrinsic and intrinsic conduction. 2. Draws the diagram of a semi conductor for the students to see.	1. Observe and participate in class discussion. 2. Describe what happens in a semi conductor. 3. State the applications of semi conductor.	1. Charts. 2. Textbooks. 3. Diagrams. 4. Semi conductors. 5. Insulators.	Students to: 1. explain the meaning of semi conductor. 2. state 3 examples of semi conductor.
4	Diffusion and Drift	Students should be able to: 1. explain diffusion and drift in terms of semi conductor. 2. that the drift current consist of that hole which move towards the end of the semi conductor. 3. explain and define the p-n junction diode and the p-type semi conductor.	1. Diffusion and drift. 2. p-n junction ad semi conductor. 3. p-type semi conductor. 4. Define and explain some typical door elements - phosphorous	1. Guides students to observe and explain the meaning of diffusion and drift in terms of semi conductors. 2. States some applications of drift and diffusion.	1. Observe and participate in class room discussion. 2. Differentiate between drift and diffusion.	1. Textbook. 2. Chart. 3. Chalk board etc	Students to: 1. explain the mean of drift and diffusion. 2. identify some physical donors.

BASIC ELECTRICITY
SS I
THIRD TERM

THEME: CELL AND COMPONENTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	1. Production of electric current. 2. Electricity to mechanical energy. 3. Electricity from heat.	Students should be able to: 1. explain the flow of charge from one place to another constitutes an electric current. 2. a continuous flow of charge will produce a steady current.	1. Electricity from heat to energy. 2. Electricity from mechanical energy. 3. Electricity from heat energy. 4. Electricity from solar energy.	1. Guides students to state the meaning of production of electricity current. 2. Uses suitable demonstration to help students distinguish between current electricity and static electricity. 3. Uses diagrams to help demonstrate production of electricity.	1. Participate in class room discussion. 2. Ask the teacher questions and answer is. 3. Draw the diagram of the thermocouple and practice electricity.	1. Lead acid batteries or cell. 2. Chalk board. 3. Charts. 2. Water-ice thermocouple junction. <div style="text-align: center;">  </div>	Students to: 1. explain the meaning of thermocouple. 2. state two different between thermocouple and electricity from heat.
6	Basic electrical quantities example 1. Electric current 2. Coulombs 3. Galvanometer 4. Potential difference p.d and instrument for measuring p.d	Students should be able to: 1. electrical quantities. 2. state various electrical quantities and their units e.g. coulombs, ampere, potential difference p.d galvanometer etc.	1. Electric current [I] as a rate of charge and unit is coulomb. 2. Galvanometer that measures potential difference p.d 3. Potential difference itself and the voltmeter that also measures it. 4. The milliammeter for small current.	1. Explains how the instruments are used to measure some quantities of current of p.d 2. Guides students to state the meaning of p.d, Ampere, the e.m.f of a cell. 3. Mentions some instrument for measuring them. 4. Demonstrates how these instruments are used in the class.	1. Participate in the discussion, observe and describe the pattern of measuring instrument. 2. State the usefulness of some measuring instruments. 3. State some differences between them.	1. Galvanometer. 2. Charts. 3. Drawings on chalk board. 4. Textbooks.	Students to: 1. Define i. E.M.F ii. potential difference of a cell. 3. state their unit of measurement. 4. state 4 application of each.

BASIC ELECTRICITY
SS I
THIRD TERM

THEME: CELL AND COMPONENTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Simple A.C circuit	Students should be able to: 1. explain the peak and r.m.s values of current and p.d. 2. explain the phase relationship between current and p.d in an A.C circuit. 3. determine current in circuits.	1. Alternating current circuits. 2. Nomenclature I A.C circuits, peak and r.m.s values. 3. Reactance and impedance. 4. Power in an A.C circuit.	1. Uses vector diagram to show the directions of resistance, inductance and capacitance in an A.C circuit. 2. Uses suitable demonstrations to help student distinguish between resistance and reactance.	1. Explain inductance, capacitance and impedance. 2. Calculate current in simple A.C circuit.	1. Capacitors. 2. Inductors. 3. Resistors. 4. Voltmeter [0-50v] connecting wire, A.C source, break and switch.	Students to: solve simple problems on peak value, r.m.s value.
8	Voltage and current generators.	Students should be able to: 1. explain that an ideal generator must be capable of supplying an unvarying of current to the load. 2. explain that the output impedance of an ideal current generator is infinity.	1. Terminal voltage source. 2. Characteristics of voltage and current source.	1. Demonstrates to the students with the current and voltage generator provided. 2. Uses charts and diagrams to guide the students to identify and draw current voltage generator.	1. Participate in classroom discussion. 2. Draw the characteristics of voltage and current sources. 3. The equi value of current with voltage determined.	1. Textbook. 2. Chalk board. 3. Charts showing the voltage current.	Students to: 1. define current voltage. 2. explain why an ideal generator must be capable of doing.

BASIC ELECTRICITY
SS I
THIRD TERM

THEME: CELL AND COMPONENTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Application and uses of electromagnetic field.	Students should be able to: 1. construct and uses i. galvanometer ii. electric motor 3.generator	1. Galvanometer. 2. Electric motor. 3. Generator.	1. Shows pictures and charts of Galvanometer, electric motor and generators and their various parts. 2. Arranges a visit to an electrician workshop for display of the various parts of these devices under repairs.	1. Construct a Galvanometer and use it. 2. Construct an electric motor. 3. Construct D.C and A.C generators.	1. Horse magnet. 2. D.C source. 3. Soft iron core. 4. Hair spring. 5.Pointer etc	Students to: to construct i. D.C motor ii. A.C motor iii. DC/AC generator etc.
10	Transmission system	Students should be able to: 1. construct simple transmission line. 2. explain why it preferred to have a high p.d instead of a high current transmission over a long distance.	Transformer	1. Shows film/charts of a transformer and its parts. 2. Invites an expert to give a talk on electrical transmission on from energy generating plant to the consumers in the street.	Construct a model transmission system using a transformer.	1. Chalk board. 2. Charts. 3. Transformer.	Students to: 1. construct a transformer. 2. explain how electric energy is transmitted to street users.
11	REVISION						
12	EXAMINATION						

BASIC ELECTRONICS
SS I
FIRST TERM

THEME: THERMINIC DEVICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Electric current	Student should be able to: 1. explain the structure of atom 2. define conductors and insulators. 3. state the uses of conductors and insulators 4. distinguish between direct and alternating current. 5. explain the sources of direct and alternating current	1. Structure of atom 2. Conductors and insulators. 3. Direct and alternating current. 4. Sources of direct and alternating current.	1. Explains structure of atom. 2. Defines and explains conductors and insulators. 3. Leads discussion on the uses of conductors and insulators. 4. Guides students to distinguish between direct and alternating current. 5. Explains sources of direct and alternating current.	1. Draw the structure of atom. (conductors and insulators) 2. Participate in class discussion. 3. Ask and answer questions. 4. Copy notes	1. Charts showing structure of an atom. 2. Copper wire 3. Pieces of wood or rubber. 4. Dry cell. 5. Sources of alternating current.	Students to: 1. explain the structure of atom. 2. distinguish between conductors and insulators. 3. state the uses of conductors and insulators. 4. state the difference between direct and alternating current. 5. mention two sources of alternating current
3, 4 & 5	Relationship between voltage, current and resistance.	Student should be able to: 1. explain the following quantities: voltage, current and resistance. 2. state the units, symbols and instruments for measuring mentioned in (1) above 3. state ohm's law. 4. perform a simple experiment to determine ohm's law. 5. calculate current, voltage and resistance in a given circuit	1. Current, voltage and resistance. 2. Ohm's law 3. Simple calculation of current, voltage and resistance	1. Explains current, voltage and resistance. 2. States and explains Ohm's law. 3. Perform and experiment to demonstrate Ohm's law. 4. Calculates current, voltage and resistance in a given circuit.	1. State Ohm's law. 2. Observe and perform the experiment to demonstrate Ohm's Law. 3. Calculate current, voltage, and resistance in a given circuit	Calculators. Charts on Ohm's Law. Circuit boards for demonstration of Ohm's law. Ammeter. Ohmmeter. Voltmeter.	Students to: 1. define currents voltage and resistance. 2. state ohm's law. 3. calculate voltage in a circuit where current of 5A flows and the circuit resistance is 10 Ohms

BASIC ELECTRONICS
SS I
FIRST TERM

THEME: THERMINIC DEVICES

	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6, 7 & 8	Electric Power	Student should be able to: 1. define electrical power 2. state the unit and instrument for measuring electrical power. 3. explain the relationship between power, current and voltage. 4. derive other formulae for power in a given circuit 5. calculate power in a given circuit	1. Concept of electric power. 2. Relationship between power, current and voltage. 3. Other formulae for finding electrical power. 4. Calculation of electric power in given circuits.	1. Explains electrical power. 2. State the relationship between power, current and voltage ($P=IV$). 3. Derives other formulae for finding power, e.g. $P=I^2R$ etc. 4. Calculates power in given circuits	1. State formulae for finding power. 2. Calculate power in given circuits.	Calculator Charts Contain power formulas	Students to: 1. define electrical power. 2. state the relationship between power, current and voltage. 3. state units and instrument for measuring electric power. 4. calculate the power expended in a circuit of voltage 240 volts and current of 10A
9 & 10	Circuit Components	Student should be able to: 1. state the different types of resistors, capacitors and inductors. 2. state the symbols, signs and units of the components mentioned in (1) above. 3. identify different colour coding and rating of resistors and capacitors.	1. Types of resistors, capacitors and inductors. 2. Symbols, signs and units 3. Colour coding and rating of resistors and capacitors	1. Explains types of resistors, inductors, and capacitors. 2. Guides students to identify signs, symbols and units of the above components. 3. Explains colour coding and rating of resistors and capacitors.	1. Listen attentively 2. Participate in class discussion	Assorted resistors, capacitors and inductors	Students to: 1. state types of resistors, capacitors and inductors. 2. draw the symbols and signs of the above components. 3. find the values of different colour coded resistors and capacitors.
11	REVISION						
12	EXAMINATION						

**BASIC ELECTRONICS
SS I
SECOND TERM**

THEME: ELECTRONICS COMPONENTS AND CIRCUITS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1, 2, 3 & 4	Electric Circuit	Students should be able to: 1. explain the meaning of electric circuit. 2. identify types of circuit boards. 3. explain different circuit arrangements. 4. calculate resistance in: i. series ii. parallel iii. series/parallel	1. Electric circuit. 2. Circuit boards. 3. Circuit arrangement i. Series ii. Parallel iii. series/parallel 4. Simple calculation on circuit arrangement	1. Explains electric circuit. 2. Explains different types of circuit boards. 3. Performs simple calculations for different circuit arrangements.	1. Listen attentively. 2. Calculate resistance in: series, parallel and series/parallel. Arrangement B. Carry out wiring of different circuit arrangement.	1. Different circuit vero board printed board, etc. 2. Charts showing different types of circuit arrangement.	Students to: 1. define electric circuit. 2. state types of circuit board. 3. calculate resultant resistance in given circuits. 4. carry out practical wiring of different circuit arrangement

**BASIC ELECTRONICS
SS I
SECOND TERM**

THEME: BASIC ELECTRICAL THEORY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5, 6 & 7	Magnet and magnetic field	Students should be able to: 1. define the following terms: - magnetism - magnetic pole - magnetic field - magnetic materials 2. differentiate between permanent and temporary magnets. 3. demonstrate the law of attraction and repulsion of a magnet. 4. state the applications magnetism (e.g. Zip drive disk, floppy disk, magnetic tape).	1. Definition of these terms: - Magnetism - magnetic poles - magnetic field - magnetic materials 2. Permanent and temporary magnets. 3. Law of attraction and repulsion. 4. Application of magnetism.	1. Explains the meaning of the following terms: - Magnetism - Magnetic Poles - Magnetic field - Magnetic materials. 2. Leads discussion on the differences between permanent and temporary magnets. 3. Directs students to state the law of attraction and repulsion. 4. Guides students in the applications magnetism (e.g. zip, drive disk, floppy disk, magnetic tape etc).	1. Participate in class discussion 2. Demonstrate, using two bar magnets, the law of attraction and repulsion	Bar Magnets Iron filing zip drive Magnetic tape. Floppy , disk	Students to: 1. define these terms: magnetism, magnetic poles. 2. magnetic field magnetic field, Magnetic Materials. 3. mention the difference between permanent and temporary magnets. 4. demonstrate the law of attraction and repulsion using two bar magnets. 5. list the application of magnetism. 3. mention the difference between permanent and temporary magnets. 4. demonstrate the law of attraction and repulsion using two bar magnets. 5. list the application of magnetism.

**BASIC ELECTRONICS
SS I
SECOND TERM**

THEME: ELECTRONICS COMPONENTS AND CIRCUITS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8, 9 & 10	Electro-magnetism	Students should be able to: 1. explain the terms: - electric field - electric field - electromagnetism - inductance 2. state the applications of electromagnetism, (e.g. Electric bell, relay, transformer, etc). 3. describe the principle of operation a transformer.	1. Explanation of terms: - Electric field - Electromagnet - Electromagnetism - Inductance 2. Applications of electromagnetism (e.g. electric bell, relay, transformer, etc) 3. Principle of operation of the transformer.	1. Explains the terms: electric field electromagnet electromagnetism inductance. 2. Shows the construction of electric bells, relays, transformer, etc. 3. Discusses the principles of operation of a transformer.	1. Construct an electromagnet 2. Practice the construction of an electric bell, relay, and transformer.	An electro- magnet. Solenoid. Transformer electric bell, relay	Students to: 1. define the terms - electric field - electromagnet - electromagnetism 2. describe the construction of electric bell, relay, etc. 3. list applications of electromagnetism. 4. state the principle of operation of a transformer.
11	REVISION						
12	EXAMINATION						

**BASIC ELECTRONICS
SS I
THIRD TERM**

THEME: THERMIONIC DEVICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Electron Emission	Students should be able to: 1. distinguish among the four different types of electron emission. 2. state the application of the four types of electron emission	1. Thermionic emission. 2. Discusses the applications of electron emission	1. Explains different types of electron emission. 2. Discusses the applications of electron emission	1. Listen attentively 2. Participate in class discussion. 3. Copy notes.	Different of thermionic valves Charts software	Students to: 1. differentiate between the four types of electron emission. 2. list three applications of electron emission
THEME: SEMICONDUCTOR DEVICES							
3, 4, 5 & 6	Semi-conductor	Students should be able to: 1. explain the concept of semi conductor. 2. list different types of semi-conductor materials 3. explain how doping of semi conductor is achieved. 4. explain the process of formation of p-type and n-type semiconductor. 5. explain the forward and reverse biasing of semi-conductors	1. Concept of semiconductor. 2. Semiconductor materials (silicon, germanium, etc) 3. Doping of semiconductors. 4. Formation of P-type and N-type semi-conductors 5. Forward and reverse biasing of diodes	1. Explains the concept of semi-conductor. 2. Guide students to identify semi-conductor materials. 3. Explains how doping of semi-conductor is achieved. 4. Discusses the process of formation of P-type and N-type. 5. Explains the forward and reverse biasing of semiconductor.	1. Participate in class discussion. 2. Ask and answer questions 3. Copy notes	Pictures of semi-conductor materials software	Students to: 1. Explain the concept of semi-conductor. 2. List different types of semiconductor materials. 3. Explain how doping of semi conductor is achieved 4. Explain the processes of formation of P-type and N-type semiconductor. 5. Explain the forward and reverse biasing of semi- conduction.

**BASIC ELECTRONICS
SS I
THIRD TERM**

THEME: SEMICONDUCTOR DEVICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7, 8, 9 & 10	Semiconductor diodes	Students should be able to: 1. explain the concept of diodes 2. differentiate between the types of diodes. 3. state the operational principles of semiconductor diodes. 4. state the rating of diode. 5. state the applications of the different types of diodes. 6. construct simple circuits using semiconductor diodes.	1. Concept of diodes 2. Operational principles of diodes. 3. Types of diodes: i. P-n Junction ii. Zener diode iii. Tunnel diode iv. Photo-diode v. Light emitted diode (LED) 4. Diode rating-voltage current and power. 5. Application of diodes i. Rectification ii. Detection iii. Instrument protection	1. Explains the concept of diodes 2. Guides students to differentiate between the types of diodes. 3. Directs discussion the operational principles of semiconductor diodes. 4. Explains the rating of diode. 5. States the applications of the different of diodes 6. Construction of simple circuit using semiconductor diodes.	1. Listen to teacher's explanations. 2. Participate in class discussion 3. Construct simple circuits using semiconductor diodes.	Assorted kind of semiconductor diodes charts containing pictures of different diodes. Software on semiconductor diodes	Students to: 1. explain the concept of diodes. 2. differentiate between the types of diodes 3. state the operational principal of semiconductor diodes. 4. state the rating of diode 5. state the applications of the different types of diodes. 6. construct simple circuits using semiconductor diodes
11	REVISION						
12	EXAMINATION						

AUTO MECHANICS
SS I
FIRST TERM

THEME: VEHICLE LAYOUT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Vehicle Layout (The Body)	Students should be able to: 1. sketch the body layout of a motor vehicle. 2. identify the main components of the body. 3. state the functions of body components.	1. Main components of a car body. -bonnet -boot -door -wind screen -wiper -tail board -cab etc.	1. Draws the body of a car and label the various components. 2. Lists the functions of each component of the body.	1. Draw the body and label the main components. 2. Write out the functions of each component of the body.	Chalkboard, charts, motor vehicle.	Students to: 1. draw the body of a car and label the main components. 2. state the function of each component of the body.
2	Vehicle Layout (The Chassis)	Students should be able to: 1. draw the chassis of a motor vehicle and identify the main components. 2. state the functions of each component of the chassis.	1. Main components of the chassis. -radiator -engine -clutch -gear box -propeller shaft -rear axle -road wheel -steering box -fuel tank.	1. Draws the chassis layout of a motor vehicle and labels the main components. 2. States the functions of the main components of the chassis.	1. Draw the chassis layout of a motor vehicle and label the main components. 2. Write out the functions of the main components of the chassis.	Chart, vehicle chassis.	Students to: 1. draw the chassis layout of a motor vehicle and label the main components. 2. state the functions of each component of the chassis.
3	Auto workshop (repair and service)	Students should be able to: 1. identify the various activities involved in automobile maintenance. 2. state the functions of the repair section and service section. 3. differentiate repair from service.	1. Introduction to automobile workshop. 2. Repair section 3. Service section.	1. Introduces the students to automobile workshop. 2. Guides students to identify the activities carried out at repair section and service section. 3. Guides students to state the functions of repair section and service section.	1. Identify the various activities carried out in the repair section and service section. 2. State the function of the repair and service sections. 3. Differentiate repair from service.	Automobile workshop, chart, chalkboard.	Students to: 1. identify various activities carried in the repair section and service section. 2. state function of the repair section and service section. 3. differentiate repair from service.

**AUTO MECHANICS
SS I
FIRST TERM**

THEME: WORKSHOP SECTIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Auto workshop (body work and machining)	Students should be able to: 1. identify various activities carried out in auto body work section and machining section. 2. state the function of the body work section and the machining section.	1. Introduction to automobile workshop. 2. Body work section 3. Machining section.	1. Introduces the students to automobile workshop. 2. Guides students to identify various activities carried out in the body work section and machining section.	1. Identify various activities carried out in the body work section and machining section. 2. Write out the functions of the body work section and machining section.	Automobile workshop, chart.	Students to: 1. Identify two activities carried out in body work section. 2. identify two activities carried out in machining section. 3. state the function of the body work section and machining section.

THEME: WORKSHOP SAFETY

5	Safety in automobile workshop	Students should be able to: 1. state the importance of safety in automobile workshop. 2. state safety rules and regulations concerning the use of tools, machines and equipment as well as human beings in the automobile workshop.	1. Automobile workshop safety. 2. Importance of automobile workshop safety. 3. Safety rules concerning use of tools, machines and equipments as well as human beings in automobile workshop.	1. Explains automobile workshop safety. 2. States the importance of safety in automobiles workshop. 3. Guides students to state safety rules and regulations concerning the use of tools, machines, equipment and human beings in the automobile workshop.	1. Write down the importance of safety in automobile workshop. 2. Write safety rules and regulations concerning use of tools, machines, equipment and human beings in automobile workshop.	Chalkboard, chart, safety code.	Students to: 1. state importance of safety in automobile workshop. 2. state two safety rules and regulation concerning use of: i. tools ii. machines iii. equipment iv. human beings.
---	-------------------------------	---	--	--	---	---------------------------------	---

AUTO MECHANICS
SS I
FIRST TERM

THEME: WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Safety: materials and equipment	Students should be able to: 1. list safety materials and equipment used in automobile workshop. 2. state the uses of the safety materials and equipment listed.	1. Safety materials -overall -safety shoes -hand gloves -safety goggles -nose mask -warning notice etc. 2. Safety equipments. -fire extinguisher -axle stand -tyre wedge -inspection pit gang etc.	1. Guides students to list out safety materials used in automobile workshop. 2. States the uses of the safety materials listed. 3. Guides students to list safety equipments used on automobile workshop. 4. States the uses of the safety equipments listed.	1. List out safety materials used in automobile workshop. 2. Write out the uses of the safety materials listed. 3. List out safety equipment used in automobile workshop. 4. Write down the uses of the safety equipments listed.	1. Overall, safety shoes, hand gloves, safety goggles, nose mask, warning notice axle stand tyre wedge fire extinguisher, gang etc.	Students to: 1. list five safety materials used in the automobile workshop and state their uses. 2. list three safety equipments used in automobile workshop and state their uses.
THEME: TYPES OF ENGINE							
7	Engine type	Students should be able to: 1. list two types of engine. 2. describe the working principles of i. external combustion engine and ii. internal combustion engine.	1. Classification of engines. -external combustion engine -internal combustion engine. 2. working principles of i. external combustion engine ii. internal combustion engine.	1. Classifies engine 2. Describes the working principles of external combustion engine and internal combustion engine.	1. Examine engine in the automobile workshop. 2. Write notes on external and internal combustion engine.	1. Motor vehicle engine, charts, picture etc.	Student to: 1. write down the two classes of engine. 2. describe the working principle of i. external combustion engine. ii. internal combustion engine.

AUTO MECHANICS
SS I
FIRST TERM

THEME: TYPES OF ENGINE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Single and multi cylinder engines	Students should be able to: 1. define a single cylinder engine and a multi cylinder engine. 2. state advantages and disadvantages of single cylinder engine. 3. state advantages and disadvantages of multi cylinder engine.	1. Single and multi cylinder engines. 2. Advantages and disadvantages of single cylinder engine. 3. Advantages and disadvantages of multi cylinder engine.	1. Defines single and multi cylinder engine. 2. Guides students to state advantages and disadvantages of single cylinder engine. 3. Assists students to state the advantages and disadvantages of multi cylinder engine.	1. Examine single and multi cylinder engines. 2. State advantages and disadvantages of single and multi cylinder engines.	Single cylinder engine, multi cylinder engine, motorcycle, motor vehicle.	Student to: 1. define a single cylinder engine and a multi cylinder engine. 2. state two advantages and three disadvantages of single cylinder engine. 3. state two advantages and three disadvantages of multi cylinder engine.
THEME: ENGINE DETAIL							
9	Engine Components I	Students should be able to: 1. list and sketch engine components. 2. state the functions of each engine components.	1. Engine components. -cylinder head -cylinder block -sump -crank shaft -cam shaft -fly wheel	1. Guides students to list engine components. 2. Guides students to sketch and label engine components. 3. State the functions of each engine component.	1. List engine components. 2. Sketch and label engine components. 3. Write down the functions of each engine component.	Engine components, chart, pictures etc.	Students to: 1. list and sketch five engine components. 2. state the functions of the engine components listed.
10	Engine Components II	Students should be able to: 1. list more engine components and sketch them. 2. state the functions of the listed engine components. 3. identify each of the engine components.	1. Engine components. -connecting rod -piston -piston rings -gudgeon pin -oil seal -injector -spark plug.	1. Sketches and labels engine components. 2. States the functions of each engine component. 3. Guides students to identify engine components.	1. Sketch and label engine components. 2. Write down the functions of each engine components. 3. Identify engine components.	Engine components, charts, pictures etc.	Students to: 1. identify five engine components. 2. sketch and label the five engine components identified. 3. state the functions of the five engine components you have sketched
11	REVISION						
12	EXAMINATION						

**AUTO MECHANICS
SS I
SECOND TERM**

THEME: ENGINE OPERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Two stroke cycle petrol engine	Students should be able to: 1. draw line diagram of the principles of operation of two stroke cycle petrol engine. 2. describe the operation of two stroke cycle petrol engine.	1. Basic principles of operation of two stroke cycle petrol engine. -upward stroke -downward stroke	Using line diagram explains the principles of operation of two stroke cycle petrol engine.	Draw line diagram and explains the principle of operation of two stroke cycle petrol engine.	Chalkboard, chart, two stroke cycle petrol engine.	Students to: 1. draw line diagram to illustrate the principle of operation of the two stroke cycle petrol engine. 2. describe the operation of the two stroke cycle petrol engine.
2	Four stroke cycle petrol engine	Students should be able to: 1. draw diagram to illustrate the operation of four stroke cycle petrol engine. 2. describe the operation of the four stroke cycle under: i. induction stroke ii. compression stroke iii. power stroke iv. exhaust stroke.	1. Four stroke cycle petrol engine. -induction stroke -compression stroke -power stroke -exhaust stroke.	1. Draws line diagram to illustrate the operation of four stroke cycle petrol engine. 2. Describes the operation of four stroke cycle.	1. Draw line diagram of sequence of operation of four stroke cycle petrol engine. 2. Describe the operation of four stroke cycle petrol engine.	Chalkboard, charts, four stroke cycle petrol engine.	Students to: 1. draw line diagram to illustrate the operation of four stroke cycle petrol engine. 2. describe the operation of the four stroke cycle petrol engine under: i. induction stroke ii. compression stroke iii. power stroke iv. exhaust stroke.

**AUTO MECHANICS
SS I
SECOND TERM**

THEME: ENGINE OPERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Two stroke cycle diesel engine	Students should be able to: 1. draw simple sketches to illustrate the operation of two stroke cycle diesel engine. 2. describe the operation of two stroke cycle diesel. 3. state what is meant by two stroke cycle C.I. engine. 4. state the function of injector.	1. The two stroke cycle diesel engine. -operation of the two stroke cycle diesel engine. -meaning of two stroke cycle C.I. engine.	1. Uses simple sketches to illustrate the operation of two stroke cycle diesel engine. 2. Describes the operation of two stroke cycle diesel engine. 3. Explains what is meant by two stroke cycle C.I. engine.	1. Draw sketches to illustrate the operation of the two stroke cycle diesel engine. 2. Describe the operations of two stroke cycle diesel engine. 3. Write down the meaning of two stroke cycle C.I. engine.	1. Two stroke cycle diesel engine, chalkboard, charts etc.	Students to: 1. draw simple sketches to illustrate the operation of two stroke cycle diesel engine. 2. describe the operation of two stroke cycle diesel engine. 3. state the meaning of two stroke cycle C.I. engine. 4. state the function of injector.
4	Four stroke cycle diesel engine	Students should be able to: 1. use simple sketches to illustrate the operations of four stroke cycle diesel engine. 2. describe the operations of the four stroke cycle diesel engine under: i. induction stroke ii. compression stroke iii. power stroke iv. exhaust stroke.	1. The four stroke cycle diesel engine. i. induction stroke ii. compression stroke iii. power stroke iv. exhaust stroke.	1. Uses simple sketches to illustrate the operations of four stroke cycle diesel engine. 2. Describes the operation of the four stroke cycle under: i. induction stroke ii. compression stroke iii. power stroke iv. exhaust stroke.	1. Draw simple sketches to illustrate the operation of the four stroke cycle diesel engine. 2. Participate in the description of operation of four stroke cycle diesel engine under: i. induction stroke ii. compression stroke iii. power stroke iv. exhaust stroke.	1. Four stroke cycle diesel engine, chart, chalkboard, pictures.	Students to: 1. draw simple sketches to illustrate the operation of four stroke cycle diesel engine. 2. describe the operation of four stroke cycle diesel engine under: i. induction stroke ii. compression stroke iii. power stroke iv. exhaust stroke.

**AUTO MECHANICS
SS I
SECOND TERM**

THEME: ENGINE OPERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: TRANSMISSION SYSTEM							
5	Transmission system layout	Students should be able to: 1. draw line diagram of transmission layout and label the components. 2. state the purpose of transmission system in a motor vehicle.	1. Transmission layout. -clutch -gear box -propeller shaft -rear axle. -road wheels	1. Draws line diagram of transmission system layout and labels the components. 2. States the purpose of transmission system.	1. Draw line diagram of transmission system layout and label the components. 2. Participate in stating the purpose of transmission system in a motor vehicle.	1. A motor vehicle with conventional transmission system, charts, pictures.	Students to: 1. draw line diagram of transmission layout and label all the components. 2. state the purpose of transmission system in a motor vehicle.
6	Operation of transmission system	Students should be able to: 1. list components of transmission system and state their functions. 2. describe the operation of transmission system.	1. Components of transmission system. -clutch -gear box -propeller shaft -universal joints -rear axle -road wheels.	1. Lists out the components of transmission and states their functions. 2. Describes the operation of the transmission system.	1. Write down the list of components of transmission system and their functions. 2. Participate in the description of operation of transmission system.	1. A motor vehicle transmission system, charts, pictures etc.	Students to: 1. list four components of transmission system and state their functions. 2. describe the operation of transmission system of a motor vehicle.
7	Clutch (single plate)	Students should be able to: 1. state the functions of a clutch. 2. draw a single plate clutch and describe its operations.	1. The clutch -functions of clutch -single plate clutch -operation of single plate clutch.	1. States the function of a clutch. 2. Draws single plate clutch and labels it. 3. Describes the operations of the single plate clutch.	1. Write down the functions of a clutch. 2. Draw the single plate clutch and label the parts. 3. Participate in the description of the operations of a single plate clutch.	1. Clutch assembly, a motor vehicle transmission system, chart, etc.	Students to: 1. state function of clutch. 2. draw a single plate clutch and describe its operation.

**AUTO MECHANICS
SS I
SECOND TERM**

THEME: ENGINE OPERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Clutch (diaphragm spring clutch)	Students should be able to: 1. draw a line diagram of a diaphragm spring clutch and label the components. 2. describe the operation of a diaphragm spring clutch. 3. list out clutch defects and their remedies.	1. Diaphragm spring clutch. -sketching -operation -clutch defects and their remedies.	1. Sketches a diaphragm spring clutch and labels the parts. 2. Describes the operation of the clutch. 3. List out some clutch defects and states their remedies.	1. Draw line diagram of a diaphragm spring clutch and label the parts. 2. Participate in the description of operation of the clutch. 3. Write out some clutch defects and their remedies.	Diaphragm spring clutch, charts, pictures etc.	Students to: 1. draw line diagram of a diaphragm spring clutch and label all the parts. 2. describes the operation of the clutch. 3. state three clutch defects and their remedies.
9	Gear box	Students should be able to: 1. state the functions of a gear box. 2. list three types of gear box. 3. draw a three speed sliding mesh gear box and label the parts. 4. describe the operation of the three speed gear box.	1. Gear box. 2. Functions of a gear box. 3. Types of gear box. -sliding mesh -constant mesh -synchromesh 4. Three speed sliding mesh gear box.	1. Guides students to state the functions of gear box. 2. Lists out types of gear box. 3. Draws a line diagram of three speed sliding mesh gear box and describe its operation.	1. State the functions of a gear box. 2. Write down the types of gear box. 3. Draw line diagram of three speed sliding mesh gear box and label the parts. 4. Participate in describing the operation of three speed gear box.	Gear box, chart, pictures, etc.	Students to: 1. state four functions of a gear box. 2. draw a line diagram of a three speed sliding mesh gear box and label the parts. 3. describe the operation of three speed sliding mesh gear box. 4. name three types of gear box.

**AUTO MECHANICS
SS I
SECOND TERM**

THEME: ENGINE OPERATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Constant mesh gear box	Students should be able to: 1. describe a constant mesh gear box. 2. draw a three speed constant mesh gear box and label the parts. 3. describe the operations of three speed constant mesh gear box. 4. list gear box problem and state their remedies.	1. Constant mesh gear box. 2. Line diagram of three speed constant mesh gear box. 3. Operation of three speed constant mesh gear box. 4. Gear box problems and their remedies.	1. Describes a constant mesh gear box. 2. Draws a three speed constant mesh gear box and labels the parts. 3. Describes the operations of the three speed constant mesh gear box. 4. Lists out gear box problems and state their remedies.	1. Takes part in describing a constant mesh gear box. 2. Draw line diagram of a three speed constant mesh gear box and gear box and label the parts. 3. Participate in describing the operations of three speed constant mesh gear box. 4. Write out gear box problems and their remedies.	Constants mesh gear box, chart, pictures etc.	Students to: 1. describe a constant mesh gear box. 2. draw a three speed constant mesh gear box and label four parts. 3. describe the operation of the three speed constant mesh gear box. 4. list three gear box problems and state their remedies.
11	REVISION						
12	EXAMINATION						

**AUTO MECHANICS
SS I
THIRD TERM**

THEME: TRANSMISSION SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Propeller shaft and universal joint	Students should be able to: 1. identify a propeller shaft. 2. state the functions of a propeller shaft. 3. sketch and label a propeller shaft. 4. state the functions of universal joint. 5. sketch and label universal joint.	1. Propeller shaft -functions -sketch and label. 2. Universal joint -functions -identification -sketch and label.	1. Guides students to identify a propeller shaft. 2. States the functions of propeller shaft. 3. Sketches and label propeller shaft. 4. Guides students to identify a universal joint. 5. States the functions of universal joint. 6. Sketches and labels universal joint.	1. Identify a propeller shaft. 2. Write the functions of a propeller shaft. 3. Sketch and label propeller shaft. 4. Identify a universal joint. 5. State the functions of universal joint. 6. Sketch and label universal joint.	1. Propeller shaft, universal joint, chart, picture etc.	Students to: 1. identify propeller shaft. 2. state the functions of a propeller shaft. 3. sketch and label three parts of propeller shaft. 4. state the functions of universal joint. 5. sketch and label two parts of a universal joint.
2	Rear axle assembly I	Students should be able to: 1. identify a rear axle. 2. state the functions of a rear axle. 3. list the components of a rear axle and state their functions.	1. Rear axle -identification -functions -components -functions of the components.	1. Guides students to identify a rear axle. 2. States the functions of rear axle. 3. Lists the components of a rear axle and states their functions.	1. Identify a rear axle. 2. Write the functions of rear axle. 3. List the components of rear axle and write their functions.	Rear axle, chart, picture, chalkboard etc.	Students to: 1. identify a rear axle. 2. state two functions of rear axle. 3. list five components of a rear axle and state their functions. S
3	Rear axle assembly II	Students should be able to: 1. sketch the rear axle assembly and label the parts. 2. describe the operation of the rear axle. 3. list three types of axle shaft support.	1. Rear axle -sketch and label -operation -types of axle shaft support.	1. Sketches a rear axle and labels the parts. 2. Describes the operation of rear axle. 3. Lists types of axle shaft support.	1. Sketch a rear axle and label the parts. 2. Participate in the description of operation of rear axle. 3. List types of axle shaft support.	1. Rear axle, chart, pictures etc.	Students to: 1. sketch a rear and label the parts. 2. describe the operation on a rear axle. 3. list three types of axle shaft support.

**AUTO MECHANICS
SS I
THIRD TERM**

THEME: BASIC ELECTRICITY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Fundamentals	Students should be able to: 1. state basic electrical terms and explain them. 2. draw sign and symbols for electrical components. 3. define circuit and draw simple electrical circuits.	1. Basic electrical terms. -voltage -current -resistance 2. Electrical symbols. 3. Basic electrical components -resistor -lamp -fuse -switch -relay	1. Guides students to state basic electrical terms. 2. Draws symbols for electrical components. 3. Defines a circuit. 4. Draws circuits e.g. electric bulb lighting circuit.	1. Explain voltage, current and resistance. 2. Draw symbol for battery, ammeter, resistor, voltmeter and ohmmeter. 3. Draw simple electrical circuit for a point of light.	1. Ammeter, ohmmeter, voltmeter, battery, chart, etc.	Students to: 1. explain the following terms: i. current ii. voltage iii. resistance 2. draw the electrical symbols for: i. switch ii. fuse iii. resistor iv. ammeter v. voltmeter vi. ohmmeter. 3. draw an electrical circuit of a bulb connected to a battery of 12 volts through a switch and a 2 ohm resistor connected in series.

**AUTO MECHANICS
SS I
THIRD TERM**

THEME: BASIC ELECTRICITY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Ohm's law and electrical measuring instruments	Students should be able to: 1. state ohm's law. 2. name instrument that measures i. voltage ii. current iii. resistance 3. carry out simple electrical calculations with application of ohm's law equations.	1. Ohm's law. 2. Measuring instruments -voltmeter -ammeter -ohmmeter 3. Electrical calculations 4. Series and parallel circuits.	1. States ohm's law. 2. Demonstrates the use of measuring instruments. 3. Carries out calculations of voltage, current, and resistance using ohm's law equation. 4. Explains series and parallel circuits.	1. State ohm's law. 2. Identify some electrical measuring instruments and their applications. 3. Carry calculations using ohm's law equations. 4. Discuss series and parallel circuits.	1. Chalkboard, charts, ammeter, ohm meter, voltmeter, battery, conductor etc.	Students to: 1. state ohm's law. 2. name instrument for measuring i. voltage ii. current iii. resistance. 3. in a given circuit, the voltage supply is 12 volts and the current flowing through the circuits is 3 amperes calculate the circuit resistance.

THEME: AUTO WIRING SYSTEM

6	Wiring system	Students should be able to: 1. state reason for using different wire gauge and colour coding. 2. connect cables using jointing, terminals and connectors. 3. state three advantages of earth return wiring system.	1. Cable rating and applications. 2. Colour coding and applications. 3. Methods of cable joining. 4. Wiring system. -earth return system -insulated return system.	1. Emphasizes application of cable rating to electrical connections. 2. Describes colour coding and application in automobile wiring. 3. Demonstrates methods of joining cables. 4. Discusses different wiring system and their advantages and disadvantages.	1. Verify cable rating and their application on starter motor and head lamp connections. 2. Check automobile wiring system for use of different colour of cable for different component. 3. Carry out cable joining with different method. 4. Make observations on earth return system an insulated return system.	1. Charts, colour code, cable, connectors, starter motor, head lamp etc.	Students to: 1. state reason for use of different wire gauge and colour coding. 2. carry out joining of cables with the following methods: i. jointing ii. terminals. iii. connectors 3. state three advantages of earth return system of automobile wiring.
---	---------------	---	---	--	---	--	--

**AUTO MECHANICS
SS I
THIRD TERM**

THEME: AUTO WIRING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Ignition system	Students should be able to: 1. identify three types of ignition system. 2. identify main components of ignition system and state their functions. 3. state the purpose of ignition system.	1. Types of ignition system. -coil ignition system -transistorized ignition system. -compression ignition system. 2. Main components of ignition system and their functions. -battery, switch, contact point, coil, converser, high tension cable, distributor, spark plug etc.	1. Guides students to identify different types of ignition system. 2. Guides students to identify the main components of ignition system. 3. States the function of each component. 4. States the function of ignition system.	1. Identify three different types of ignition system. 2. Identify major components of ignition system. 3. Write down the functions of each component of ignition system. 4. Discuss the purpose of ignition system.	Typical ignition system of a motor vehicle, chart, pictures etc.	Students to: 1. identify three types of ignition system. 2. identify five main components of ignition system and state their functions. 3. state the purpose of ignition system.
8	Coil ignition system	Students should be able to: 1. draw the layout of coil ignition system and label the parts. 2. describe the operation of coil ignition system. 3. list four ignition problems and state their remedies. 4. carry out routine maintenance on coil ignition system.	1. Layout of coil ignition. 2. Operation of coil ignition system. 3. Ignition problems and remedies. 4. Ignition system maintenance.	1. Guides students to draw coil ignition layout and label the parts. 2. Describes the operations of the ignition system. 3. Identifies some ignition problems and states their remedy. 4. Assists the students to carry out routine maintenance on coil ignition system.	1. Draw coil ignition layout and label the parts. 2. Participate in the description of operation of coil ignition system. 3. List out ignition problems and state their remedies. 4. Carry out routine maintenance on coil ignition system.	1. Coil ignition system of a motor car. 2. Charts pictures etc.	Students to: 1. draw the layout of coil ignition system and label the parts. 2. describes the operation of coil ignition system. 3. itemize four ignition problems and state their remedies. 4. carry out routine maintenance on coil ignition system.

**AUTO MECHANICS
SS I
THIRD TERM**

THEME: AUTO WIRING SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Starting system	Students should be able to: 1. state the purpose of starting system. 2. identify the components of starting system and their functions.	1. starting system -purpose -major components -functions of major components e.g. battery, switch, solenoid, starter motor, fly wheel ring gear.	1. States the purpose of ignition system. 2. Guides students to identify major components of starting system. 3. States the function of each component.	1. Write down the purpose of starting system. 2. Identify the main components of starting system. 3. Notes the functions of each component.	1. Starting system of a motor car, pictures, charts etc.	Students to: 1. state the purpose of starting system. 2. identify the components of starting system. 3. state the function of each problems.
10	Operation of starting system	Students should be able to: 1. describe the operation of the starting system. 2. list problems of starting system and state their remedies. 3. carry out routine maintenance on starting system.	1. Starting system. -operation -problems and remedies. -routine maintenance of starting system.	1. Describes the operation of stating system. 2. Itemsies the problems of starting system and states their remedies. 3. Guides students to carry out routine maintenance on starting system.	1. Write down the purpose of starting system. 2. Identify the main components of starting system. 3. Notes the functions of each component.	1. Starting system of a motor car. 2. Chart, pictures etc.	Students to: 1. describe the operation of the starting system. 2. list three problems of starting system and state their remedies. 3. carry out routine maintenance on starting system.
11	REVISION						
12	EXAMINATION						

BUILDING CONSTRUCTION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of Building	Students should be able to: (1) define building as a discipline. (2) explain building as a product.	(1) Building as a discipline: a science subject that deals with construction of structure e.g. wall, column, beam etc. (2) Building as a process: the procedure involved in erection of various types of structure. (3) Building as a product: the production and development of structural element such: shopping centre, homes, bridges etc.	(1) Defines building as a discipline (2) Explains building as a process. (3) Describes building as a product.	(1) Define building as a disciplines as a process (2) Describe building as a product.	Real building pictures, video clips, films etc.	Students to: (1) explain the term building as a discipline (2) explain the term as a process. (3) explain the term as a product.
2	Classification of Building	Students should be able to: (1) identify types of building according to ownership. (2) identify types of building according to use. (3) identify types of building according to length.	(1) Types of building according to: (a) ownership -Public -Private (b) use -Residential -Industrial -Institutional -Commercial (c) Height -Low -High rise	(1) Identifies and explains the various types of building (a) Ownership -Public -Private (b) Use -Residential -Industrial -Institutional -Commercial (c) Height -Low -High rise	Participate in the identification of building according to ownership, use and height.	Charts, Pictures, Drawings and films.	Students to: (1) state four uses of a building.

BUILDING CONSTRUCTION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Site Organization I	Students should be able to: describe the preliminary operation involved in building construction.	(1) Preliminary operation involved in building construction (2) Procedure for layout of a building site.	Lists preliminary requirement of a building.	Write out requirements for commencement of a building project.	(1) Drawing (2) Charts (3) Site layout drawing (4) Video clips.	Students to: list the preliminary requirements for commencement of building project.
4	Site Organization II	Students should be able to: explain the procedure for layout of building site.	(1) Location of boundary line, access roads, boarding etc. (2) Movement of man and material to the site.	(1) Discusses layout procedure for a building site of layout position of site huts. (2) Comforts facilities, water storage spaces, temporary shed, and electricity.	Draw the layout for proposed building site.	(1) Drawing (2) Charts (3) Site layout drawing (4) Video clips.	Students to: draw site layout.
5	Site Clearance	Students should be able to: (1) state the operations involved in site clearing. (2) list the tools and equipment used for site clearing and leveling.	(1) Operations involved in site clearing and leveling. (2) Tools and equipment for site clearing and leveling.	(1) Explains the operations involved in site clearing and leveling. (2) Lists and explains the tools and equipment used for site clearing and leveling. (3) Takes students to building site.	(1) Listen, ask questions and write down notes on operation involved in site clearing and leveling. (2) Visit to the construction site. (3) List tools and equipment for clearing and leveling.	(1) Charts, pictures, (2) Posters, (3) Physical observation at the excursion site.	Students to: state three procedures for site clearing and leveling.

BUILDING CONSTRUCTION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Building Construction	Students should be able to: (1) define the term building construction. (2) explain the purpose of building construction. (3) outline the procedure for building construction.	(1) Definition of building construction (2) Purpose of building construction (3) Outline the procedure for building construction.	(1) Defines the term building construction. (2) Outlines the stages involve in building construction.	(1) Define building construction (2) Outline the stages involve in building construction. (3) Ask questions where necessary.	Film, photographs, charts, drawing etc.	Students to: (1) define building construction (2) explain the purpose of building construction. (3) list three procedures involved in building construction.
7	Construction Team	Students should be able to: (1) outline the parties in the construction team (2) explain their functions.	(1) Parties in the construction team (2) Functions of the construction team.	(1) Outlines parties in the construction team e.g. (a) Clients, party, client, architect, engineer, builders and quality surveyor. (b) Contractors party: builder, site engineer general foreman. -foreman trades man gang leader, time keeper gate man etc. (c) Statutory personals: -building inspectors, town planners, public health workers, water board, PHCH, NITEL etc. (2) Explains the functions of a construction team. (3) Describes relationship of the parties.	(1) List the parties in the construction team (2) State their functions	Relationship chart.	Students to: (1) name two member each of construction team (2) produce a relationship chart.

BUILDING CONSTRUCTION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Workshop Safety	Students should be able to: (1) define safety. (2) enumerate the various hazards in workshop and construction site. (3) state the cause and method of prevention of accident.	(1) Definition of safety (2) Hazard in the workshop and site (dangerous construction tools, materials gases and liquids, scaffold etc. (3) Causes and method of accident prevention.	(1) Defines and explains safety rules and regulations (2) Lists the various hazards in workshops and sites/dangerous construction tools, materials gases and liquid scaffold etc. (3) Displays safety poster notices, warning sign's (4) Demonstrates use of safety equipment.	(1) Define safety (2) Write and draw safety signs (3) Practice use of safety equipments	Real safety equipment, video clips Safety charts.	Students to: (1) define the term safety (2) outline five safety rules. (3) list three safety equipments.
9 & 10	Tool, equipment machines I	Students should be able to: (1) identify the basic and tools, equipment and machines.	(1) Identification of basic hand tools of (shovels, trowel, spirit level, lines etc.) equipment/machines (wheel barrow, concrete mixer, bulldozers scrapers etc.	(1) Shows basic hand tools to students. (2) Guides students to identify various machines/equipment	(1) Identify tools and equipment (2) Sketch and label basic hand tools. (3) State the functions of basic hand tools equipment and machines.	Posters, real hand tools, and equipment Video clips drawing etc.	Students to: (1) state five functions of basic hand tools equipment and machines.
11	REVISION						
12	EXAMINATION						

BUILDING CONSTRUCTION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Setting out I	Students should be able to: (1) identify various methods of setting out a building. (2) Outline the setting out tools.	(1) Method of setting out such as: -3:4:5 methods -builders square methods. (2) Tools and equipment for setting out -builders square -profiles, pegs, tapes etc.	(1) Explains the methods of setting out. (2) Outlines simple tools and equipment for setting out.	(1) State the methods of setting out. (2) List the tools and equipment for setting out.	Tapes, pegs, lines and pins, builders square and profile board.	Students to: (1) state the methods of setting out. (2) list five tools and equipment for setting out.
2	Setting out II	Students should be able to: describe the procedure of setting out a simple building on site.	Procedure for setting out.	(1) Describes the procedure for setting out. (2) Leads students to use tape and pegs to mark out corners of building in setting out using 3:4:5 methods and builder square method.	Use tape and pegs to mark out corners of a building using 3:4:5 and builders square methods of setting out.	Tape, peg line and pins, builder square and profile board.	Students to: measure distance correctly using 3:4:5 method and builders square methods.
3	Building Drawing I	Students should be able to: (1) explain production drawing. (2) interpret building drawing.	(1) Production drawing. (2) Interpretation of building drawing.	(1) Explains what production drawing is e.g. site plan, elevation, section, component drawing and assembly drawing. (2) Draws a complete building plan. (3) Shows complete building plan to students. (4) Interprets the building drawing.	(1) Explain the production drawing. (2) Draw a complete set of a building drawing. (4) Study the building drawing and interpret them.	(1) Video clips (2) Production drawings, building plans, building drawing instruments.	Students to: (1) list four plans from production drawing. (2) produce site plans, elevations and sections.

BUILDING CONSTRUCTION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Excavation and Earthwork I	Students should be able to: (1) identify the various types of soil. (2) state the properties and characteristics of soil.	(1) Types of soil e.g. day silt sandy etc. (2) Properties and classification of soil.	(1) Identifies the types of soil samples for visual identification and classification. (2) States the properties and characteristics of soil of clay, sandy, gravel made up ground silt.	(1) Identify the types of soil. (2) State the properties and characteristics of soil.	Excavation tools, video clips, soil sample etc.	Students to: list three types of soil and state their properties.
5	Excavation and Earthwork II	Students should be able to: (1) define the term excavation. (2) outline the method of excavation and various tools used for excavation.	(1) Definition and function of excavation. (2) Methods and tools used for excavation. -Manuel, digger, shovel, head pan etc. -Mechanical bulldozers etc.	(1) Visits a construction site to witness excavation process and the nature of soil excavated. (2) Selects tools and excavates.	(1) Participate in the collection of soil samples. (2) Visit construction site. (3) Select tools and excavate.	Excavation tools, charts, video clips, soil sample etc.	Students to: sketch tools used for excavation.
6	Foundation I	Students should be able to: (1) define and state the purpose of foundation. (2) explain the functional requirement of a foundation.	(1) Definition and purpose of a foundation. (2) Functional requirement of a foundation.	(1) Defines and explains the purpose of foundation. (2) States the functional requirement of a foundation.	(1) Defines foundation. (2) State the functional requirement.	Model sketches and diagrams of foundations, video clips, charts etc.	Students to: (1) define foundation. (2) list and sketch two types of foundation.

BUILDING CONSTRUCTION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Foundation II	Students should be able to: (1) describe the various types of foundation. (2) list and explain factors that determine choice of foundations.	(1) Types of foundation of peg, pile raft, strip (2) Factors that determines choice of foundation.	(1) Draws different types of foundation (2) Makes a model of each type of foundation. (3) Takes student to construction site.	(1) Sketch different types of foundation. (2) Make a model of each types of foundation. (3) Visit construction site.	Models sketches and diagram of foundation Video clips, charts. Etc.	Students to: (1) explain two factors that determines the choices of a foundation (2) state four functional requirement of a foundation.
8	Ground Floor	Students should be able to: (1) state the functions of the ground floor. (2) list types of ground floor.	(1) Functions of ground floor. (2) Types of ground floor (solid and suspended).	(1) Explains the functions and functional requirements of a ground floor. (2) Describes the types of floor.	(1) Explain the functions of ground floor (2) State the types of ground floor.	Charts video Sketches construction site. Etc.	Students to: (1) state three functions of ground floor.
9	Ground Floor	Students should be able to: (1) explain functional requirement of ground floor. (2) sketch structure of a ground floor.	(1) Functional requirement of ground floor (2) Production of ground floor.	(1) Visits construction site and observe method of laying solid ground floor. (2) Sketches sections showing solid ground floor.	(1) Visit construction site to observe construction method. (2) Sketches of section showing solid ground floor.	Chart, video clips, construction site.	Students to: (1) list two types of ground floor (2) state two functional requirement of ground floor.
10	Materials for Concrete	Students should be able to: (1) define concrete. (2) identify and explain material for concrete.	(1) Definition of concrete. (2) Material for concrete	(1) Defines concrete (2) Explains material for concrete of e.g. cement, sand gravel.	(1) State materials for concrete	Charts, video clips, pictures, gravel sand etc.	Students to: (1) list three materials used for concrete.
11	REVISION						
12	EXAMINATION						

BUILDING CONSTRUCTION
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Materials for concrete I	Students should be able to: (1) define and state the types of reinforcement used in concrete. (2) state the uses of reinforcement in concrete.	(1) Types of reinforcement e.g. twisted steel bars, plane steel bars. Etc. (2) Uses of reinforcement.	States the uses of reinforcement.	(1) State the uses of reinforcement. (2) Visit site where concrete material are deposited.	Charts, video clips, pictures, gravel, sand etc.	Students to: state two uses of reinforcement.
2	Materials for concrete II	Students should be able to: (1) define cement and its manufacturing process. (2) explain components of cement.	(1) Definition of cement (2) Components of cement.	(1) Defines cement (2) Explain the components of cement. (3) Describes where it is used.	Listen to the teacher and take notes.	(1) Charts (2) Video clips (3) Picture, (4) Cement etc.	Students to: (1) list and explain the components of cement. (2) explain two properties of cement.
3	Materials for concrete III	Students should be able to: (1) describe the uses of cement. (2) explain properties of cement and its role in concrete.	Uses of cement.	(1) Explains the manufacture of cement. (2) Explains the properties of cement.	Listen to the teacher and take notes.	(1) Charts (2) Video clips (3) Picture, (4) Cement etc.	Students to: explain the properties of cement.
4	Wall	Students should be able to: (1) define wall. (2) classify wall. (3) state the function of wall.	(1) Definition of wall (2) Types of wall (Load bearing and non load bearing wall). (3) Functions of walls.	(1) Defines wall (2) Classifies wall as load bearing and non load bearing wall. (3) Explains the functions of wall. (4) Takes students to a construction site.	(1) Define wall (2) State the types of walls (3) List the functions of walls (4) Visit construction site (5) Explain load bearing and non load bearing wall.	Brick, block, cement, Morton, sand, water, video clips, charts etc.	Students to: (1) define wall (2) state two classification of walls (3) list from function of wall.

BUILDING CONSTRUCTION
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Walling Materials	Student should be able to: (1) define walling materials. (2) list different types of walling material. (3) state and explain the characteristic of walling material.	(1) Definition of walling materials (2) Types of walling materials of blocks, bricks cement etc. (3) Characteristics and properties of walling materials.	(1) Defines walling materials. (2) Lists and explains the types of walling materials, stone, sand, concrete blocks, timber, steel metal, clay bricks, glass, fiber and plastics etc. (3) States and explains the characteristics of walling materials (4) Shows the different types of walling materials.	(1) Define walling materials (2) Identify different types of walling materials. (3) Write down the characteristics of walling materials.	Blocks, bricks, stone timber glass, fiber sheet of materials	Students to: (1) list five walling materials. (2) state two types of walling materials. (3) state four characteristics of walling materials.
6	Manufacture of walling materials	Students should be able to: (1) explain the process of manufacturing and moulding of blocks and bricks (2) distinguish between sizes of blocks.	(1) Manufacturing process of sandcrete block and clay block bricks. (2) Sizes of bricks and blocks.	(1) Explains the process of sandcrete block and clay blocks bricks. (2) Shows students various sizes of blocks and bricks.	(1) State the manufacturing process stages of bricks and block. (2) Identify various sizes of blocks (3) Visit blocks manufacturing industry.	Video clip, film hand mould, moulding, mechanic pallet, mortar, head pan shovel etc.	Students to: (1) mould sandcrete bricks sand blocks. (2) differentiate between the sizes of blocks and bricks.

BUILDING CONSTRUCTION
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Wall Construction	Students should be able to: (1) describe method of wall construction (2) select appropriate materials for wall construction (3) define and state types of wall bonding. (4) construct wall with timber frame work using nail and bolt	(1) Method of wall construction. (2) Appropriate materials for wall (3) Types of wall bonding (4) Timber wall construction.	(1) Explains method of wall construction (2) State materials for wall construction (3) Defines bonding and list types of bonding. (4) Demonstrates what bonding and unbounded walls (5) Demonstrates are various timber products used for walling.	(1) Explain method of wall construction (2) State materials for wall construction; (3) Participate in the bonding of walls. (4) Participate in the nailing of timber walling	(1) Bricks blocks splint level, builder's square wooden float, nail timber product.	Students to: (1) state four materials for wall (2) list three types of bonding. (3) set, bricks for wall to four courses. (4) list three timber products.
8	Drainage System	Students should be able to: (1) define terms commonly used in drainage work. (2) explain the general principles of a good drainage. (3) describe different types of drainage materials. (4) describe the system of drainage.	(1) Terms used in drainage work (2) Principle of drainage (3) Types of drainage (4) System of drainage	(1) Defines terms used in drainage works. (2) Explains the principles of drainage (3) Describes the types of drainage materials. (4) Sketches and describes the drainage system.	(1) Listen and write down notes (2) Define terms in drainage system. (3) List materials for drainage system.	Charts, video clip, drainage materials, cast insertion, asbestos, pipe etc.	Students to: (1) state three principles of drainage. (2) list three materials for drainage. (3) differentiate between drainage system.

BUILDING CONSTRUCTION
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Plumbing Installation	Students should be able to: identify various types of fittings used in plumbing and sanitary work.	Types of fitting in plumbing and sanitary works	(1) Identifies various types of fitting (2) Shows the various pipe fittings to students	(1) Listen and write down notes (2) Identify various types of plumbing fittings.	Charts and assorted plumbing fittings e.g. elbow tee, socket union, adaptor etc.	Students to: state four types of fittings.
10	Electrical Installation	Students should be able to: (1) identify symbolic used in electrical installation (2) explain common terms used in electrical installation (3) identify various type of materials used in electrical installation.	(1) Electrical symbolic (2) Electrical installation terms (3) Electrical installation materials	(1) Identifies the symbolic used in electrical installation (2) Explains common terms in electrical installation (3) Identifies various types of materials used in electrical installation (4) Shows sample of electrical installation materials to students	(1) Listen to the teacher and ask questions (2) Identify electrical symbolic (3) Explain common terms in electrical installation (4) State types of materials in electrical installation.	Charts, video clips sample of electrical fitting and materials.	Students to: (1) state four electrical symbolic (2) list three common terms used in electrical installation. (3) state the materials used for electrical installation work.
11	REVISION						
12	EXAMINATION						

**WOOD WORK
SS I
FIRST TERM**

SUB THEME: GENERAL WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	General workshop safety	Student should be able to: 1. state basic workshop safety practice. 2. demonstrate safe workshop habits. 3. use safety devices and appliances correctly in the workshop	1. Personal safety precautions. 2. General workshop safety rules and regulations. 3. Correctly safety devices	1. Takes students to the workshop 2. Shows safety device and apparatus. 3. Demonstrates safe workshop habits.	1. Observe safe work habit 2. Demonstrate safe work habit. 3. Use correct safety devices	1. Posters and charts. 2. Safety devices	Students to: 1. list five (5) Safety devices 2. State the use of each safety devices listed.
2	West African timbers in common use	Student should be able to: 1. identify the various west African timbers 2. state their locations and working qualities. 3. describe timber growth and structure. 4. select suitable timber for appropriate job.	1. Growth and structure. 2. Common West African Timbers 3. Sources locations characteristics and uses	1. Provides posters of wood samples 2. Shows real wood specimens 3. Names common timber types 4. Describes timber characteristics structure growth and locations/sources	1. Examine, identify describe and name West African Timbers. 2. Describes timber growth and structure	Posters, wood specimens and microscope	Students to: 1. list five (5) common West African Timbers.
3.	Timber Conversion	Student should be able to: 1. describe various methods of conversion 2. state the characteristic of each method of conversion	1. Conversion methods 2. Characteristics of each method 3. Common market sizes	1. Takes students to sawmill 2. Describes and illustrates methods of conversion	1. Make observations, ask questions and take notes. 2. Describe and make sketches	Poster/charts	Students to: 1. name and describe of conversion. 2. state five (5) common market size of timber.

**WOOD WORK
SS I
FIRST TERM**

SUB THEME: GENERAL WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Seasoning of Timber	Student should be able to: 1. state reasons for seasoning timber. 2. state and describe methods of seasoning timber.	1. Reasons for seasoning timber. 2. Methods of seasoning timber.	1. Takes students to timber shed. 2. Illustrates good stocking practices.	1. Make observations take notes and ask questions. 2. Show knowledge and practice of good stocking.	Boosters/charts moister meter weighing scale	Students to: 1. describe natural and artificial methods of seasoning. 2. describe laboratory method of determining moisture content.
5.	Determine the moisture content of timber	Student should be able to: 1. determine and calculate the percentage moisture content of timber. 2. describe properties of timbe.r	1. Determination of moisture content. - Moisture meter - Laboratory method 2. Properties of timber	1. Describes - Methods of seasoning timber - Methods of determining moisture content - Method of calculating moisture content - Seasoning terms	1. Determine and calculate moisture content. 2. Describe properties of timber and seasoning terms.	Hydrometer thermometer oven/heater fans, hygrometer and steam vat	Students to: calculate the percentage moisture content from given dater.
6	Defects in timber	Student should be able to: 1. identify defects in timber. 2. name sketch and describe common timber defects	Common timber defects	Displays and describes common timber defects	Examine, describes and sketch timber defects	Posters/charts and real objects	Students to: 1. name four (4) natural and four (4) artificial defects. 2. state the cause of each defect listed

**WOOD WORK
SS I
FIRST TERM**

SUB THEME: GENERAL WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Timber preservative	Student should be able to: 1. state reasons for preserving timber 2. name common timber preservatives	1. Reasons for preserving timber 2. Common timber preservatives	1. States reasons for preserving timber 2. Lists common timber preservatives	1. Take notes ask and answer questions. 2. Apply timber preservatives.	Timber preservatives hand brush and gloves.	Students to: 1. name main types of preservatives. 2. list five (5) common preservatives.
8.	Characteristics of a good timber	Student should be able to: 1. state the characteristic of a good timber preservative 2. names and describe methods of applying timber preservatives	1. Characteristics of a good timber preservative 2. Methods of applying timber preservatives	1. States characteristics of a good preservative. 2. Describes methods of applying timber preservatives.	1. Take notes of the characteristics given 2. Apply timber preservatives to a given timber	Timber preservatives hand brush and gloves	Students to: 1. state five (5) characteristics of a good preservatives 2. describe pressure and non-pressure methods of applying preservative
9	Timber products	Student should be able to: identify name and describe common timber products	Production of veneers and manufactured boards	Displays, lists and describes different types of veneers and manufactured boards	Make observations listen take notes ask and answer question	Veneers samples of manufactured boards	Students to: list five (5) manmade boards
10	Method of timber production	Student should be able to: describe two (2) method of timber production	Manufacture board 2. Structure properties advantages and disadvantages of man-made boards	1. Describes production, uses and characteristics of veneers and manufactured board. 2. Describes the structures advantages of manufactured boards	1. Names and describe the different types of man-made boards and veneers 2. Describe production structure, advantages and disadvantages of man-made boards.	Posters/charts	Students to: 1. describe the production of veneer and man-made boards 2. state 5 advantages of man-made boards over solid wood
11	REVISION						
12	EXAMINATION						

**WOOD WORK
SS I
SECOND TERM**

SUB THEME: HAND TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Hand tools	Students should be able to: identify, name and describe common wood-work hand tools	1. Types of hand tools. 2. Classification of hand tools.	Displays describe and state the uses of each hand tool.	Identify, describe and state the uses of each hand tool.	Show, planes chisels, hammers etc.	Students to: name the major classifications of hand tools
2.	The uses of hand tools	Students should be able to: 1. state the uses of common hand tools. 2. state the uses of common hand tools. 3. select and use hand tools correctly 4. sketch hand tools and label the parts.	Uses of hand tools	Demonstrates correct sketching technique.	1. Sketch hand tools and label the parts. 2. Use hand tools correctly.	Saws, planes chisels hammers etc.	Students to: 1. state the uses of five (5) given hand tools. 2. sketch and label the parts of 3 given hand tools
3.	Special purpose hand tools	Students should be able to: 1. identify, name and describe special purpose hand tools. 2. state the use of each special purpose hand tools. 3. select and use each special purpose hand tools correctly	Types and uses of special purpose hand tools	Displays, describes and states the use of each special purpose hand tools.	1. Describe an state the use of each special purpose hand tool. 2. Use special purpose hand tools correctly	Rebate plane compass plane shoulder plane coping saw, compass saw, etc.	Students to: state the uses of 3 given special purpose hand tools
4.	Portable power tool	Students should be able to: identify, name and describe portable power tools	Hand drill, jig, saw, spray gun, power	Displays each portable power tools	Identify each portable power tools	Portable power tools.	Students to: state the correct used of 3 portable power tools

**WOOD WORK
SS I
SECOND TERM**

SUB THEME: HAND TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	The uses of portable power tools.	Students should be able to: 1. state the uses of each portable power tools. 2. select and use each portable power tool correctly	Screw driver sander and router etc.	Demonstrates and explain correct used of each portable power tool.	Demonstrate correct use of each power tools	Poster Charts etc.	Students to: state the correct use of 3 portable power tools
6.	Wood working machines	Students should be able to: identify name and describe various wood working machines	Circular saw thicknesses, surface planer mortise lathe etc.	Takes students to wood machine shop	Observe teacher's demonstration	Machines appliance and devices	Students to: state 3 uses of the circular machine
7.	The uses of wood working machine	Students should be able to: 1. state the uses of each wood working machine. 2. select and safety operate each wood working machine	1. Safety precautions in the use of machines. 2. Sketching and labeling of machine parts	1. Demonstrates correct and safe use of each machine 2. Names the parts of each machine	1. Use each machine safely 2. Label machine parts.	Machines appliances and devices	Students to: 1. state three (3) safety precautions to be taken when using the circular saw. 2. label any five (5) parts of the circular saw and used lathe on given diagrams
8.	Types of maintenance	Students should be able to: describe types of maintenance	Types of maintenance - Corrective - Predictive - preventive	Describes types of maintenance	Differentiate among the 3 types of maintenance	Charts and poster	Students to: 1. name 3 types of maintenance 2. describe the 3 types of maintenance

**WOOD WORK
SS I
SECOND TERM**

SUB THEME: HAND TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Types of maintenance	Students should be able to: 1. keep the cutting edge of each hand tool in good working condition. 2. oil blades of cutting tools regularly. 3. safely store cutting tools.	Reasons for maintenance.	1. Describes types of maintenance 2. States reasons for maintenance	Give reasons for maintenance.	Charts and posters	Students to: 1. list types of maintenance. 2. state 3 reasons for maintenance.
10	Maintenance of hand tools	Students should be able to: 1. keep the cutting edge of each hand tool in good working condition. 2. oil blades of cutting tools regularly. 3. safely store cutting tools.	1. Grinding, sharpening and oiling cutting blades. 2. Topping reshaping and setting saws. 3. Storing of tools.	Demonstrates - grinding - sharpening - oiling topping - reshaping setting and storing of hand tools.	Observe and demonstrate correct techniques of grinding sharpening oiling etc.	Hand, tools, oil, oil stone, grinding machine saw set.	Students to: 1. describe how to sharpen the jack plane cutter. 2. state 3 precautions in sharpening and grinding plane cutter.
11	REVISION						
12	EXAMINATION						

**WOOD WORK
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Machine safety	Student should be able to: 1. state general machine shop safety precaution 2. state safety precautions in the use of electrical equipment. 3. state safety precautions in machine operation 4. state precaution for preventing mechanical faults 5. state precautions to be taken on each machine	1. General machine shop safety. 2. Safety of electrical equipment 3. Prevention of mechanical faults 4. Safety in machine operation.	1. Displays safety charts and posters 2. Describes general machine shop safety precautions in the use of electrical equipment. - Precautions to prevent mechanical faults. - Precautions for safe machine operation. - Emphasizes behaviours in the machine shop.	Observe safe rules	Softy chart and rosters	Students to: 1. state 5 machine shop safety precautions. 2. state 5 precautions to be taken on the circular saw.
2	Safety devices and appliance	Student should be able to: 1. identify safety devices and appliances. 2. use appropriates safety devices and appliances	Types of safety devices and appliances	Emphasizes correct use of safety devices and appliances.	Use appropriate safety devices and appliances.	Push stick push block guards, overall eye goggles gloves, etc.	Students to: list 5 safety devices and appliances.
3	First Aid	Student should be able to: 1. explain first Aid 2. name first Aid materials. 3. Apply first Aid	Meaning of 1. First Aid 2. First Aid 3. Applying First Aid	1. Displays first Aid materials. 2. Defines first aid. 3. Demonstrate how to apply first aid in different situations.	1. Note the position of first aid box. 2. Identify and name first aid materials 3. Define first aid 4. Apply first aid	1. First aid box and materials 2. Charts and posters. 3. Video chips	Students to: 1. define first aid 2. name 5 first and materials 3. describe how to treat cut

**WOOD WORK
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
4	Types of maintenance	Student should be able to: describe types of maintenance	Types of maintenance e.g. corrective predictive and preventive	Describes types of maintenance	Differentiate among the 3 types of maintenance	Charts and posters	Students to: names 3 types of maintenance
5	The reason for maintenance	Student should be able to: state reason for maintenance	Reasons for maintenance	Give reason for maintenance	Give reasons for maintenance and also copy chalk board Summary.	Posters/charts	Students to: 1. describe the 3 types of maintenance 2. state 3 reasons for maintenance
6	Keep the cutting edge of hand tools	Student should be able to: keep the cutting edge of all hand tools in good condition	Grinding sharpening and oiling, cutting blades and storing of tools	Demonstrates grinding sharpening oiling, topping setting and storing of hand tools	Observe and demonstrate correct method of grinding sharpening, oiling etc.	Hand tools, oil, oil stone grinding machine, saw set files, etc.	Students to: 1. describe how to sharpen the jack plane cutter. 2. state 3 precautions to follow in sharpening and grinding plane cutters.
7	Maintenance of Machines	Student should be able to: identify machine part that require: - greasing - oiling	Machine parts requiring oiling and greasing	Shows machine parts requiring greasing and oiling	1. Observe demonstration. 2. Correct lubrication of machine parts.	Grease oil brush, grease gun etc.	Students to: 1. give 4 reasons for lubricating machine parts. 2. mention 2 types of lubricant.
8	Methods of Hand tool maintenance	Student should be able to: 1. correctly grease and oil machine parts. 2. give reasons for oiling and grease machine parts.	Reason for lubricating machine parts.	1. Explains reasons for lubricating machine parts. 2. Demonstrate proper ways of lubricating machine parts.	1. Observe demonstration. 2. Lubricate machine parts correctly. 3. Give reasons for lubrication	Grease oil brush, grease gun etc.	Students to: 1. give 4 reason for lubricating machine parts. 2. list 2 types of lubricant.

**WOOD WORK
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Portable power tools	Student should be able to: identify, name and describe portable power tools	Hand drill, jig saw, spray gun, power screw driver sander and router.	1. Displays each portable power tools. 2. Demonstrates and explains correct use of each portable power tools	1. Identify each portable power tool. 2. Demonstrate correct use of each power tool.	Portable power tools Posters	Students to: state the correct use of 3 portable power tools.
10	Uses of portable power tools	Student should be able to: 1. state the uses of each portable power tool. 2. select and use each portable power tool correctly	Power tool screw driver, sander and router.	Demonstrates and explains correct use of each portable power tool	Demonstrate correct use of each power tool	Portable power tools poster's charts.	Students to: 1. state the correct use of 3 portable power tools.
11	REVISION						
12	EXAMINATION						

**HOME MANAGEMENT
SS I
FIRST TERM**

THEME 1: PRINCIPLES OF HOME MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning: importance and steps in home management.	Students should be able to: 1. state the meaning of home management or define home management. 2. state the importance of home management. 3. describes the steps in home management.	1. Meaning of home management. 2. Importance of home management. 3. Steps in home management; planning, organizing, implementing and evaluation.	1. Explains the meaning; importance and steps in home management. 2. Leads students into discussion.	1. Listens attentively. 2. Participates in class discussion. 3. Ask and answer questions. 4. Copy chalkboard summary.	Pictures of home management in activities charts.	Students to: 1. explains the meaning of home management. 2. states reasons why home management is important. 3. list steps in home management. 4. describe steps in planning.
2	Decision making.	Students should be able to: 1. state the meaning of decision making. 2. explains the importance of decision making in home management. 3. describe the steps in decision making. 4. make informed personal decision.	1. Meaning of decision making. 2. Importance of decision making in home management. 3. Types of decision. 4. Steps in decision making.	1. Explains the meaning and importance of decision making. 2. Leads students into discussion on types of decision. 3. Explains steps in decision making and guides students to make decision.	1. Listen. 2. Participates actively. 3. Make informed decisions. 4. Copy chalkboard summary.	Charts on steps in decision making.	Students to: 1. explains the meaning of decision making. 2. list five common decision made in a family. 3. state any three importance of decision making. 4. make two personal decision following the steps.
3.	Motivations for home management.	Students should be able to: 1. explains the meaning of motivations for home management. 2. enumerate the motivations for home management.	1. Meaning/definition of motivations for home management. 2. Types of motivation for home management e.g. values, needs etc.	1. Explains the meaning and types of motivation for home management. 2. Guides students to identify the types.	1. Listen attentively to the teacher. 2. Participates actively in discussion.	Charts of motivated of home management.	students to: 1. explains the meaning of motivations for home management. 2. list any three motivations for home management.

**HOME MANAGEMENT
SS I
FIRST TERM**

THEME 1: PRINCIPLES OF HOME MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Motivations for home management conted	Students should be able to: describe each of the motivation for home management.	(a). Values (b). Needs. (c). Goals. (d). Standards	Discusses these motivations for home management.	Identify personal motivation for home management and discuss each.	Recommended textbook	Students to: explains two motivations for home management.
5.	Family resource.	Students should be able to: 1. explains the meaning of family resources. 2. explains the characteristics of resources. 3. classify family resources.	1. Meaning and importance of resources. 2. Characteristics of resources. 3. Classification of resources i. Human ii. Material iii. Environmental.	1. Explains the meaning, characteristics importance and classification of resources. 2. Guides students in the discussion of family resources.	1. Listen to teacher explanations and ask questions. 2. Participates in discussion.	Charts.	Students to: 1. state the meaning of resources. 2. give three characteristics of resources. 3. list and classify ten resources available to the family.
THEME 2: FAMILY LIVING							
6	Meaning; types and functions of the family.	Students should be able to: 1. define/give the meaning 2. enumerate the different types of family. 3. explains the functions of the family. 4. differentiate between two types of family. 5. explains the functions of each member of the family.	1. Meaning of family 2. Types of family 3. Functions of i. Nuclear. ii. Extended. iii. Polygamous etc. iv. The family as a whole. v. Each family member.	1. Explains the meaning, types and roles of the family 2. Guides students discussion. 3. Display pictures of different types of family.	1. Listen to teachers explanation. 2. Ask questions. 3. Take part in discussion. 4. Collect pictures of different types of family.	Charts and pictures of different types of families.	Students to: 1. define family. 2. describe two types of family. 3. explains five function of the family. 4. explains the role of each of the following. i. father ii. mother iii. children.

**HOME MANAGEMENT
SS I
FIRST TERM**

THEME 1: PRINCIPLES OF HOME MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	The family cycle.	Students should be able to: 1. explains the meaning of family life cycle. 2. describe the stages of the family life cycle.	1. Meaning of family life cycle. 2. Mention the stages of family life cycle. 3. Characteristics of each of the stages of family life cycle. 4. Problems of each stages of family life cycle.	1. Explains the meaning, stages and characteristics of the family life cycle. 2. Displays of charts and pictures of different stages of family life cycle.	1. Listen to teachers explanations. 2. Participates in discussion. 3. Collect picture of different stages of the family life cycle.	Charts and pictures of different stages of family.	Students to: 1. explains the meaning of the family life cycle. 2. list all the three stages of family life cycle.
8.	Family cycle (cont.)	Students should be able to: 1. discuss the characteristics of each stage of the family life cycle; 2. discusses the problems of each stages of family life cycle.	1. Beginning 2. Expanding. 3. Contracting.	Guides students discussion on.	1. Collect picture charts of various stages of the family life cycle.	Charts and pictures of different stages of family cycle.	Students to: 1. describe two characteristics of these stages. 1. beginning 2. expanding. 3. contracting.

**HOME MANAGEMENT
SS I
FIRST TERM**

THEME 1: PRINCIPLES OF HOME MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Family relationships	Students should be able to: 1. states the types of relationships existing in the family. 2. describe the factors that influences different types of relationships existing in the family. 3. explains way of strengthening family relationships.	1. Family relationship: i. Husband/wife. ii. Parent/child iii. Sibling/sibling. 2. Factors influencing family relationships. 3. Ways of strengthening family.	1. Explains the different types of family relationships. 2. Factors affecting them and ways of enhancing them. 3. Guides students discussion on family relationships.	1. Participates actively in class discussion. 2. Collect pictures showing different events types of family relationships. 3. Role play family relationship.	Charts and pictures of different types of relationships in the family.	Students to: 1. list two types of relationship that exist in a family. 2. discuss any three factors that can influence parent/child relationships. 3. describes three ways of strengthening sibling/sibling relationships.
10	Family crises.	Students should be able to: 1. give the meaning of family crises. 2. describes different types of family cries. 3. discuss ways families can adjust/handle family crises.	1. Meaning of family crises. 2. Different types of family crises e.g. accident, death, divorce etc. 3. Various ways of handling crises in the family.	1. Explains the various types of family crises. 2. Organizes students discussion on family crises.	1. Listen to teachers explanation. 2. Ask relevant questions. 3. Take part in discussion. 4. Copy chalkboard summary.	Charts and pictures showing family crises.	Students to: 1. explains the meaning of family crises. 2. lists three family crises. 3. state any three ways handling any named crises.
11	REVISION						
12	EXAMINATION						

**HOME MANAGEMENT
SS I
SECOND TERM**

THEME : PRINCIPLES OF HOME MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Family values.	Students should be able to: 1. explains the meaning of values. 2. enumerate different types of value. 3. explains the importance of family values. 4. states factors influencing values systems. 5. explains ways of teaching values in the family.	1. Meaning and types of values. 2. Importance of family. 3. Factors that influences value systems. 4. Ways of teaching values in the family.	1. Explains the meaning and types of values. 2. Explains the importance of values and how to teach values in the family.	1. Listens attentively to teacher explanation of values. 2. Participates in class discussion. 3. Role play specific family values.	Charts.	students to: 1. explains the meaning of value. 2. states any four factors that influences family value system. 3. describe any four ways of teaching values in the family.
2	Communication in the family.	Students should be able to: 1. explains the meaning and component/procedures of communication. 2. explains the roles of communication in the family.	1. Meaning of communication. 2. Component of communication 3. Roles of communication in the family.	1. Explains the meaning and roles of communication. 2. Explains the components of communication in the family.	1. Listen to the teachers explanation. 2. Copy notes.	1. Charts. 2. Communication gadgets.	Students to: 1. explains the meaning of communication. 2. state two communication roles in the family.
3	Communication in the family cont.	Students should be able to: 1. describe factors that hinder communication in the family. 2. describe ways of strengthening communication in the family and communication gadgets. 3. ICT	1. Factors that hinder communication in the family. 2. Ways of strengthening communication in the family and communication gadgets. 3. ICT	1. Organizes class discussion on communication in the family. 2. Gives an assignment on internet use.	1. Take part in discussion. 2. Present assignment to the teacher.	Charts	Students to: 1. describe any two factors that hinders communication. 2. discuss the easy of strengthening communication in the family. 3. gives five uses of ICT.

**HOME MANAGEMENT
SS I
SECOND TERM**

THEME : PRINCIPLES OF HOME MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Conflict resolution in the family.	Students should be able to: 1. define family conflicts. 2. state the causes of family conflicts. 3. describe ways of resolving conflicts in the family.	1. Meaning of family conflicts. 2. Causes of family conflicts. 3. Ways of resolving conflicts in the family.	1. Discusses family conflicts (causes and resolution with students. 2. Display pictures charts showing conflicts in the family.	1. Participates actively in family discussion 2. Perform a play-let on any family conflicts.	Charts and pictures showing conflicts situations in the family.	Students to: 1. explains the meaning of conflict. 2. state any two causes of family conflict. 3. describe any three ways of resolving family conflicts.
5.	Food nutrients.	Students should be able to: 1. explains the meaning of nutrients. 2. lists types of nutrients 3. describe functions of nutrients. 4. states sources of nutrients.	1. Meaning of nutrients. 2. Types of nutrients. 3. Functions of nutrients. 4. Sources of nutrients.	1. Defines nutrients. 2. Guides discussion on types of nutrients. 3. Copying of notes.			Students to: 1. list four types of nutrients. 2. describe four functions of proteins and carbohydrates.

**HOME MANAGEMENT
SS I
SECOND TERM**

THEME : FEEDING THE FAMILY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Nutritional needs of family members.	Students should be able to: 1. states different groups of people in the family. 2. describes the characteristics of the different groups of people in the family. i. infants. ii. adolescents.	1. Different groups of people in the family. 2. Characteristics of the different groups in the family.	1. States different groups in the family. 2. Explains the characteristics of the different groups in the family.	1. Students to take part in class discussions. 2. Answer questions.	Pictures of family groups members.	Students to: 1.states the family groups. 2. state two characteristics of each. I. infants. Ii. adolescent.
7.	Nutrition needs of family nutrient contd.	Students should be able to: 1. describe the characteristics of the following groups. i. pregnant and lactating ii. adults. iii. the aged. iv. identify the nutritional needs of the different groups of people in the family.	Nutritional needs of the different groups in the family.	Write chalkboard summary.	Copy into their notes.	Pictures of family groups members.	Students to: 1. states two characteristics each of I. pregnant and lactating. ii. Adults. iii. The aged.
8.	Meal planning.	Students should be able to: 1. explains the term balanced meal. 2. state the factors to consider when planning meals. 3. write a menu card.	1. Balanced diet. 2. Factors influencing meal planning. 3. Guidelines on i. Meal planning. ii. menu writing.	1. Explains purpose for meal planning. 2. Guides class discussion on the topic.	1. Take part in class discussion 2. Copy chalkboard summary.	Pictures of dishes and foodstuff charts.	Students to: 1. explains the meaning of: - balanced diet. - meal planning. 2. states two guidelines fro meal planning. 3. Write a menu card.

**HOME MANAGEMENT
SS I
SECOND TERM**

THEME : FEEDING THE FAMILY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Cooking equipment, utensils and table ware.	Students should be able to: 1. identify cooking equipment utensils and table ware. 2. explains the factors to consider when choosing/selecting cooking utensils equipment and table ware.	1. Types of cooking equipment, utensils and table ware. 2. Factors to consider in selecting cooking equipment, utensils and table ware.	1. Discuss. 2. Types of cooking equipment and utensils. 3. Selection	Participates in class discussion.	Pictures of cooking equipment.	Students to: states factors to consider when selecting cooking utensil.
10	Uses and maintenance of cooking utensils and table ware.	Students should be able to: 1. use cooking equipment utensils and table ware. 2. maintain cooking equipment, utensil and table ware. 3. demonstrate how to clean any cooking equipment, utensil and table ware.	1. Use cooking equipment, utensils and table ware. 2. Maintain cooking equipment, utensils and table ware. 3. Cleaning of cooking equipment utensils and table ware.	1. Demonstrates how to use each cooking equipment utensils and table ware. 2. Show how to clean and maintain cooking equipment, utensils and table wares and supervises.	1. Watch the teachers carefully. 2. Participates in practical class.	1. Real objects cleaning material e.g. Abrasives, scoring powder.	Students to: 1. explains four guidelines for using and maintaining cooking equipment, utensils and table ware.
11	REVISION						
12	EXAMINATION						

HOME MANAGEMENT
SS I
THIRD TERM

THEME 4: FAMILY LIVING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Cooking terms and techniques methods:	Students should be able to: 1. define cooking terms. 2. describe various cooking methods. 3. guidelines for using the various techniques methods.	1. Cooking terms. 2. Cooking techniques methods. 3. Guidelines for using various techniques methods	Guides discussion on cooking terms and techniques/methods.	1. Take part in class discussion. 2. Ask and answer questions.	1. Charts 2. Cooking discussion. 3. Ask and answer questions.	Students to: 1. list four cooking techniques/methods. 2. define three cooking terms.
2	Practical using the methods of cooking.	Students should be able to: prepare any simple dish using suitable techniques/methods.	Preparation of simple dishes.	1. Demonstrate meal preparation using a suitable cooking technique/method. 2. Supervises the practical work.	1. Participate in practical work. 2. Display finished products.	Samples of already prepared food.	Students to: describe the procedure for using cooking techniques/methods.
THEME 5: CLOTHING THE FAMILY							
3	Meaning, types and functions of clothing.	Students should be able to: explains the meaning of clothing.	1. Meaning of clothing. 2. Types. 3. Functions of clothing.	1. Discusses i. The meaning ii. Types. 2. Show clothing item.	1. Participates in discussion. 2. Collect pictures of different types of clothing and make album.	1. Charts, 2. Real objects. 3. Chalkboard	Students to: 1. explains the meaning of clothing. 2. enumerate functions of clothing. 3. list three types of clothing.
4	Textiles.	Students should be able to: 1. describe different types of textiles. 2. state the origin of textiles. 3. describe the characteristics and properties of textiles.	1. Textiles. i. Types. ii. Origin. 2. Test and identification of fibers.	1. Display different types of textile. 2. Discuss the origin and the various types of textiles. 3. Describe the characteristics of different types of textiles. 4. Demonstrate simple test on identification of textiles.	1. Listen attentively. 2. Performs some identification test on fabrics.	1. Charts and pictures. 2. Textiles.	Students to: 1. describe and differentiate types of textiles. 2. describe the origin of wool polyester etc. 3. describes two characteristics of i. cotton. ii. wool in polyester.

HOME MANAGEMENT
SS I
THIRD TERM

THEME 4: FAMILY LIVING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Fabric constructions.	Students should be able to: 1. describe different fabric construction methods. 2. explains the steps involve in each construction method. 3. construct pieces of fabrics using different methods.	1. Fabric construction methods/characteristics, techniques e.g. - Weaving. - Knitting - Crocheting.	1. Discusses fabric construction methods. 2. Demonstrates how to weave, knit and crochet.	1. Participate in the discussion 2. Produces albums of different fabrics.	1. Charts. 2. Pictures fabrics.	Students to: 1. describe three fabric methods. 2. produces an album of different fabrics.
6	Household line.	Students should be able to: 1. explains the meaning of household line. 2. describe the different types of household linen. 3. states the functions of household linen 4. choose suitable household linen.	Household linen. - Meaning. - Functions. - Choice	1. Discuss household linen. 2. Displays the different types of household linen	1. Participates in the discussion. 2. Make an album of pictures of household linen.	1. Real 2. Objects. 3. Charts.	Students to: 1. describes household linen. 2. give examples of household linen. 3. enumerate four function. 4. states four guidelines for choosing household linen.
7	Wardrobe planning.	Students should be able to: 1. states functions of a wardrobe. 2. explains the guidelines for the use of a wardrobe. 3. mention the steps involved in the planning of a wardrobe. 4. plan a wardrobe for self.	1. Functions of a wardrobe. 2. Guidelines for the use of a wardrobe. 3. Steps involved in planning a wardrobe.	1. Discusses functions of a wardrobe. 2. Describes how the wardrobe is used. 3. State the steps involved in planning a wardrobe.	1. Participates actively in the discussion. 2. Plan wardrobe. 3. Ask and answer questions on the topic.	1. Pictures of wardrobes, 2. Real items of content of a wardrobe.	Students to: 1. states two functions of a wardrobe. 2. mention three guidelines for the use of a wardrobe. 3. states five steps of wardrobe planning.

**HOME MANAGEMENT
SS I
THIRD TERM**

THEME 4: FAMILY LIVING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Family house.	Students should be able to: 1. explains the importance of a family house. 2. enumerate different types of house. 3. describe the functional areas of a family house.	Family house. - Importance. - Types. - Functional areas.	1. Leads the discussion on family house. 2. Gives assignments on family house.	1. Take active part in the discussion. 2. Carryout the assignment given.	Picture, charts of different types of house.	Students to: 1. explains the meaning of a house. 2. states the importance of house. 3. list three types of house. 4. describe three functional areas of a family house.
9	Choosing family house.	Students should be able to: 1. state factors influencing the choices of a family house. 2. enumerate factors that influence designing a new family house.	1. Factors influencing the choice of a house. 2. Factors that influences the designing of a new family house.	Facilitates discussion on choosing family house.	1. Participate in class discussions. 2. Copy notes from the chalkboard summary.	Charts and pictures showing types of house.	Students to: 1. states four factors that influences the choice of a family house. 2. explains four guidelines for choosing a family house.
10	Choosing family house cont	Students should be able to: lists guidelines for obtaining a family house.	1. Ways of securing a house for the family. 2. Guidelines for choosing a family house.	Gives relevant assignments.	1. Copy down 2. Chalkboard summary. 3. Carryout assignment.	Charts and pictures showing types of house.	students to: enumerate four factors to consider when designing a family house.
11	REVISION						
12	EXAMINATION						

FOOD AND NUTRITION
SS I
FIRST TERM

THEME 1: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to food and nutrition.	Students should be able to: 1. define basic terms in food and nutrition. 2. states the importance of food and nutrition. 3. state factors affecting food and nutrition.	1. Definition of basic terms in food and nutrition e.g. food, nutrition, antineutron, malnutrition; pro-vitamin etc. 2. Importance of foods and nutrition. 3. Factors affecting foods and nutrition e.g. available income; availability of food, foods in season etc.	1. Leads discussion on the definition of the various terms; importance and factors affecting foods and nutrition. 2. Writes a chalkboard summary. 3. Collects notebooks and make necessary corrections.	1. Participates in the discussion. 2. Writes down chalkboard summary in their notebooks. 3. Submits notes for necessary corrections.	1. Pictures on flip-charts of well nourished individual and families. 2. Pictures of malnourished individuals and families on flip charts.	Students to: 1. define the various terms in food and nutrition. 2. states two importance food and nutrition. 3. lists three factors that affect food and nutrition.
2	Careers in food and nutrition.	Students should be able to: lists the careers of study in food and nutrition.	Careers in foods and nutrition, e.g. - Teaching, Dietetics, - Food sc and Tech, food engineering, community nutrition; clinical nutrition; hotel and catering mgt; etc.	1. Introduces the lesson and leads the discussion on the careers of study-food and nutrition. 2. Draws a chart on the careers associated with foods and nutrition.	1. Draws the charts on food and nutrition careers. 2. Express desirable interest on any of the career. 3. Writes an application for job, based on chose career.	1. Charts on career in food and nutrition. 2. Gender sensitive photos on food and nutrition related career e.g. a chief, food scientist, etc.	Students to: states five career in food and nutrition.
3	Inter-relationship of food and nutrition to other subjects.	Students should be able to: describe the interdisciplinary relationship of food and nutrition to other subjects.	Relationship between food and nutrition to other subjects.	Introduces the lesson and leads the discussion on the inter-relationship of food and nutrition with other subjects.	Participates in the discussion.	Charts and pictures related to the topic.	Students to: name four subjects related to food and nutrition.

FOOD AND NUTRITION
SS I
FIRST TERM

THEME 1: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Foods in the locality.	Students should be able to: 1. identify the various foods in the locality. 2. states their nutrient quality. 3. state their various functions.	1. Foods in the locality. 2. Nutrients quality 3. Functions according to their nutrient quality.	1. Leads discussion on: food in the locality. 2. Nutrient quality. 3. Function using a food table. 4. Gives chalkboard summary. 5. Marks students notes.	1. Participates in the discussion. 2. Identify food staff on display. 3. Arrange the food stuff according to their nutrient quality. 4. Copy chalkboard summary into their notebooks.	1. A chart showing various food items in the locality. 2. A chart showing nutrients and functions. 3. Raw samples of various food stuff.	Students to: lists five food stuff in their locality indicating their food nutrients and function.
5.	Basic food nutrients (carbohydrates).	Students should be able to: 1. state the chemical composition of carbohydrates. 2. classify carbohydrates into its basic groups. 3. list the functions of carbohydrate. 4. name the dietary deficiencies. 5. list the food sources of carbohydrate	1. Composition 2. Classification. 3. Functions 4. Dietary deficiencies. 5. Food sources of carbohydrates.	1. Leads discussion on the topic. 2. Gives a chalkboard summary. 3. Marks students notebooks.	1. Participates in the class discussion. 2. Copy chalkboard summary into their notebooks.	A charts showing different carbohydrate foods.	Students to: 1. state the chemical composition of carbohydrates. 2. classify carbohydrate into its basic groups. 3. state three functions of carbohydrates. 4. name the dietary deficiencies of carbohydrate. 5. lists five food sources of carbohydrate.

FOOD AND NUTRITION
SS I
FIRST TERM

THEME 1: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Proteins.	Students should be able to: 1. state the chemical composition of protein. 2. classify protein. 3. explain the supplementary of complementary values of proteins. 4. state the functions of protein. 5. state the dietary deficiencies of protein. 6. lists various food sources of protein.	1. Composition. 2. Classification 3. Complementary and supplementary values of protein. 4. Functions. 5. Dietary deficiencies 6. Food sources.	1. Leads the discussion on the topic. 2. Gives a chalkboard summary. 3. Marks students notebooks.	1. Participates in the class discussion. 2. Copy chalkboard summary into their notebooks.	A charts or picture showing various protein foods.	Students to: 1. state the chemical composition of protein. 2. classify protein in its basic groups. 3. explains the supplementary and complementary values of protein. 4. states three function of protein. 5. name two dietary deficiencies of protein. 6. lists five food sources of protein.
7.	Fats and Oils	Students should be able to: 1. state the deficiencies between fats and oils. 2. classify fats and oils into its basic groups. 3. states the various functions of fats and oils. 4. name the dietary deficiency symptoms and diseased 5. list the food sources of fats and oils.	1. Difference between fats and oils. 2. Classification. 3. Functions. 4. Dietary deficiency symptoms/diseases 5. Food sources.	1. Leads the discussion on the topic. 2. Gives a chalkboard summary. 3. Mark students notebooks.	1. Participates in the class discussion. 2. Copy chalkboard summary into their notebooks.	A charts or picture showing fats and oils	Students to: 1. state the differences between fats and oils. 2. classify fats into its basic groups. 3. state three functions of fats and oils. 4. name the dietary deficiency symptoms and disease of fat and oils. 5. lists five food sources of fats and oil

FOOD AND NUTRITION
SS I
FIRST TERM

THEME 1: NUTRITION AND HEALTH

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Vitamins	Students should be able to: 1. state the chemical name of each vitamin. 2. classify vitamins. 3. states their functions. 4. state their deficiency symptoms and diseases 5. list the food sources of vitamin.	1. Chemical names. 2. Classifications. 3. Functions. 4. Deficiency, symptoms/diseases 5. Food sources.	1. Leads discussion on the topic. 2. Gives a chalkboard summary. 3. Marks students notebooks.	1. Participates in the class discussion. 2. Copy chalkboard summary into their notebooks.	A chart or pictures showing foods containing vitamins.	Students to: 1. state the chemical name of five vitamin. 2. classify vitamins. 3. name the deficiency symptoms of any five and their food sources.
9	Minerals.	Students should be able to: 1. classify minerals into its basic groups. 2. state the functions of the various minerals. 3. name the deficiency symptoms and diseases 4. lists the food sources of the various minerals.	1. Classifications. 2. Functions. 3. Deficiency, symptoms/diseases 4. Food sources	1. Leads discussion on the topic. 2. Gives a chalkboard summary. 3. Marks students notebooks.	1. Participates in the class discussion. 2. Copy chalkboard summary into their notebooks.	A chart or picture showing food containing minerals.	Students to: 1. classify minerals into it basic groups. 2. states the functions of the various minerals. 3. name their deficiency symptoms and diseases. 4. lists their food sources.
10	Water.	Students should be able to: 1. states the chemical composition of water. 2. lists the functions of water. 3. Name the food sources of water.	1. Chemical 2. Composition. 3. Functions. 4. Food sources	1. Leads the class discussion on the topic. 2. Gives chalkboard summary. 3. Marks notebook	1. Participates in the class discussion. 2. Copy chalkboard summary into their notebook.	Picture showing various food sources of water.	Students to: 1. state the chemical composition of water. 2. lists five various function of water. 3. name three food sources of water.
11	REVISION						
12	EXAMINATION						

FOOD AND NUTRITION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Scientific Study of Foods.	Students should be able to: 1. define food weight and nutrient weight. 2. uses and identify simple scales and other handling measures.	Measurements, units and accuracy; - Food weighed - Nutrient weight. - Uses of scales weights and handy measures.	1. Leads the class discussion on the topic. 2. Give a chalkboard summary. 3. Mark students notebooks. 4. Demonstrates weighing some foodstuff.	1. Participates in the discussion. 2. Copy chalkboard summary into their notebooks. 3. Practice weighing of some foodstuff and record their mark.	1. Various foodstuffs. 2. Weighing scale 3. Measuring cup, milk tins, bottles, spoons.	Students to: lists three measuring equipment/tools.
2.	Effects of Heat on Nutrient	Students should be able to: 1. state the effect of heat on nutrients. - Carbohydrates. - Proteins - Fats and oil	Effects of heat on carbohydrates - Proteins. - Fats and oil - Minerals and - Vitamin.	1. Leads discussion on the topic. 2. Demonstrate heating of some foodstuff. 3. Give a chalkboard summary.	1. Participates in the discussion. 2. Observe the demonstrates and records observations. 3. Copy chalkboard summary into their notebooks.	1. Various foodstuffs. 2. Store or sunsen burner, saucepan.	Students to: 1. state the effect of heat on - carbohydrates. - proteins - fats - minerals - vitamin
3.	Tests for protein	Student should be able to: 1. perform simple physical and chemical test to detect the pressure of proteins in foods.	- Foam test. - Million test. - Biuret test - Coagulation test.	1. Demonstrates the various test for protein. 2. Stresses the importance of handling the .reagents carefully	1. Observes demonstration and records observation. 2. Record procedures performed.	1. Reagents; 2. Thermometer. 3. Blotting paper etc.	Students to: 1. Lists the various texts for protein.
4.	Test for (a). Carbohydrate (b). Fats and Oils	Students should be able to: 1. perform simple physical and chemical test to detect the pressure of a carbohydrates 2. fats and oils.	- Iodine test - Litmus - Blotting paper test - Sudan iii test. - Ethanol test.	1. Demonstrates the various test for carbohydrate and fats and oils	1. Observes demonstration and record observation and procedures.	1. reagents; 2. Thermometer. 3. Blotting paper.	Students to: 1. Name the various tests for carbohydrate and fats.

FOOD AND NUTRITION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	The digestive system.	students should be able to: define basic metabolic terms such as - digestion. - absorption. - enzymes etc.	Definition of simple metabolic digestion, absorption, utilization, enzymes.	Defines the different metabolic terms.	1. Participates in the discussion. 2. Copy definition into their notebooks.	A chart showing the digestive system.	Students to: Define, - Digestion - Absorption. - Utilization - Enzymes.
6.	Digestion and Absorption.	Students should be able to: 1. describe the digestive processes of each nutrient in the mouth. - the mouth - the stomach - the duodenum and the small intestine 2. discuss different enzymes in relation to the different nutrients.	The digestion process for - The mouth to - The stomach to - The duodenum to - The small intestine or Ileum.	1. Leads discussion on the digestive processes in the mouth to the ileum 2. Gives a chalkboard summary. 3. Marks students notebooks.	1. Participates in the discussion. 2. Copy chalkboard summary with the notebooks.	1. A chart and picture showing summary of digestive process with the enzyme functions.	Students to: 1. List two enzymes each that act on carbohydrates, proteins fats and oils from the mouth to the small intestine.
7.	Reproductive health.	Students should be able to: 1. define productive health. 2. identify male and female reproductive organs. 3. explains the relationship between nutrition and reproductive health.	- Definition. - Identification of female and male reproductive organs. - Relationship between nutrition and productive health.	1. Leads discussion the reproductive health. 2. Explains the male and female reproductive organ and the relationship between nutrition and reproductive health.	1. Participates in the discussion. 2. Identify the part on the chart.	1. Charts showing male and female reproductive organs and food that enhance reproductive health.	Students to: 1. Define reproductive health. 2. Give two ways by which reproductive and nutrition are related.

FOOD AND NUTRITION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Kitchen plans, equipments and tools.	Student should be able to: 1. define the kitchen. 2. describe the various layout or plans. 3. states the factor that affect size of a kitchen. 4. states the advantages of a well planned kitchen.	1. Definition. 2. Kitchen plans or layout. 3. Factors that affect size of a kitchen 4. Advantages of a well planned kitchen.	1. Defines the kitchen. 2. Leads discussion on kitchen plans. 3. Explains the factors that affect size of a kitchen. 4. Discusses the advantages of a well planned kitchen.	1. Participates in class discussion. 2. Copy chalkboard summary into their notebook.	Charts showing some kitchen layout	Students to: 1. explains the difference kitchen plans. 2. states two factors that affects size of a kitchen. 3. state three advantages of a well planned kitchen.
9	Kitchen equipment, tools utensils.	Students should be able to: 1. state the factors to be consider when selecting equipment and tools. 2. describe the selection used, and care of large kitchen equipment.	1. Factors to consider when selecting kitchen equipment tools. 2. Large kitchen equipment, selection and care.	1. Leads discussion on the topic. 2. Gives chalkboard summary. 3. Marks students note book.	1. Participate in class discussion. 2. Copy chalkboard summary into their notebook.	Charts/pictures showing some kitchen equipments tools and utensil	Student to: 1. states the factors to be consider when selecting equipment tools. 2. describe the selection, used and care of large equipment.
10	Small or moveable tools or utensils	Students should be able to: 1. describe the selection use, and care of utensils. 2. define and list labour saving devices	1. Small or movable utensil, selection, use and care. 2. Labour saving devices.	Leads discussion on the topic	Participate in discussion and copy summary into the notebook.		Students to: describe selection used and care of small utensil.
11	REVISION						
12	EXAMINATION						

FOOD AND NUTRITION
SS I
THIRD TERM

THEME 1: KITCHEN MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	cleaning agent and abrasives	Students should be able to: defines the term cleaning agents and abrasive.	1. Definition. 2. Types 3. Commercial 4. Local.	1. Defines the terms 2. Leads the discussion in the different type. 3. Demonstrates the uses of the types.	1. Participate in class discussion. 2. Observe demonstration and record observation.. 3. Identify the cleaning agent and abrasive on display and practice using them.	Display of cleaning agent and abrasive.	Students to: name three local and three commercial agent and abrasive.
2.	safety habit in the kitchen.	Students should be able to: 1. explains the causes of accident in the kitchen. 2. states the measures to prevent falls, burns and scald	1. Causes of accident in the kitchen. 2. Measures to prevent falls. 3. Measures to prevent burns and scald .	Lead discussion on the topic.	Participate in the discussion and copy chalkboard summary.	Charts/picture of a well planned kitchen.	Student to: 1. state three causes of accident in the kitchen. 2. states the measures to prevent falls, burn and scald.
3.	measures to prevent cuts, suffocation and accidental poisoning	Student should be able to: states the measures to prevent cuts, suffocation and accidental poisoning.	1. Measures to prevents cut. 2. Measures to prevent suffocation and accidental poisoning.	Leads discussion of the topic.	Participate in the discussion and copy chalkboard summary.		Students to: 1. state three measures to prevent cuts. 2. states three measures to prevent suffocation and accidental poisoning.

FOOD AND NUTRITION
SS I
THIRD TERM

THEME 1: KITCHEN MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	content and use of first aid box, simple first aid treatment.	Students should be able to: 1. define first aid 2. name the content of a first aid box. 3. state the simple first aid treatment for cuts, burns and scald.	1. Definition 2. Content and use of a first aid box. 3. Simple first aid treatment for cuts, burns and scald.	1. Lists class discussion 2. Demonstrates some simple first aid treatment. 3. Gives chalkboard summary. 4. Marks notes.	1. Participate in class discussion and copy chalkboard summary. 2. Observe demonstration.	A first aid box.	Students to: 1. define first aid box. 2. list the content of a first aid box 3. describe the first aid treatment for cuts burns and scald.
5.	hygiene:personal hygiene.	Students should be able to: - define hygiene. - states the rules for the personal hygiene of the food handler.	1. Definition. 2. Personal hygiene 3. Rules for personal of the food handler.	1. Leads class discussion of the topic. 2. Gives chalkboard summary. 3. Check and correct students note.	Participate in the discussion and copy summary into their notebooks.	Picture of a clean and beautiful kitchen.	Student to: 1. define hygiene. 2. states four rules of the personal hygiene of food handler.
6.	kitchen hygiene	Students should be able to: 1. define kitchen hygiene. 2. states the rules for kitchen hygiene.	1. Definition. 2. Rules of kitchen hygiene.	1. Leads discussion. 2. Gives chalkboard summary.	Participate in the discussion and copy chalkboard summary.	Charts of a clean kitchen.	Students to: 1. define the term; kitchen hygiene. 2. states five rules of kitchen hygiene.
7.	food hygiene	Students should be able to: 1. define food hygiene 2. state three rules for kitchen hygiene.	1. Definition. 2. Rules of kitchen hygiene.	Leads the class discussion on the topic.	Participate in the class discussion.		Students to: 1. define food hygiene. 2. states four rules for food hygiene.

FOOD AND NUTRITION
SS I
THIRD TERM

THEME 1: KITCHEN MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Waste and refuse disposal.	Students should be able to: 1. describe method of waste disposal 2. use. 3. states the uses of refuse bin and bags and their care. 4. describe how pest can be controlled.	1. Methods of waste disposal. 2. Use of refuse bins and bags. 3. Use and care of bins. Pests and pest control.	Highlight the importance of effective waste and refuse disposal.	Participates in class discussion.	1. Charts showing some kitchen pests, 2. Fumigants e.g. Raid, Rambo, Mortein.	Student to: 1. mention three kitchen pest. 2. state two ways of pest control in the kitchen. 3. state the four method of waste disposal.
9	Food borne diseases.	Student should be able to: 1. explains food poisoning and food infection. 2. mention some acceptable food handling practices. 3.state the food sanitation laws.	1. Food poisoning. 2. Food infection. 3. Prevention of food borne diseases. 4. Food sanitation laws.	1. Leads the discussion on the topic. 2. Stresses the need to enforce food laws. 3. Gives chalkboard summary. 4. Mark students notebooks.	1. Participates in class discussion. 2. Copy chalkboard summary.		Student to: 1. define food poisoning and food infection. 2. states two ways of preventing food-borne diseases. 3. state the food sanitation laws.
10	ICPC	Students should be to: 1. define ICPC. 2. states functions of ICPC. 3. penalties of such offences.	Misappropriate of family food budgets.	1. Explains consequence of family food budgets misappropriate . 2. Give chalkboard summary. 3. Mark students notebooks.	1. Participates in the discussion. 2. Asks and answer questions. 3. Copy chalkboard summary.	Photograph of a criminal in handcuffs.	Students to: 1. define ICPC. 2. list three function of icpc. 3. states major penalties for such offences.
11	REVISION						
12	EXAMINATION						

STORE MANAGEMENT
S.S I
FIRST TERM

THEME 1: BASIC INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Components of Store Management	Students should be able to: 1. define store management 2. explain the fundamentals of store management	Store Management 1. Meaning 2. Fundamentals of Store Management	1. Discusses the meaning of Store Management 2. Explains the fundamentals of Store Management	1. Note the explanation 2. Participate in the discussion of the fundamentals of Store Management	Recommended textbook.	Students to: 1. define store management 2. explain the fundamentals of store management
2	Importance of Store Management	Students should be able to: explain the importance of Store Management	Importance of Store Management	Discusses the importance of Store Management	Participate in the discussion of importance of Store Management	Recommended textbook.	Students to: state five importance of Store Management
3.	Functions of Store Management	Students should be able to: explain the functions of store manager	Functions of a Store Manager	Discusses the functions of a store manager	Participate in the discussion of functions of a store manager	Recommended textbook.	Students to: explain Four functions of a store manager.
4.	Personal Characteristics of a Store Manager	Students should be able to: identify and explain personal characteristics of a Store Manager	Personal Characteristics of a Store Manager	Discusses the Characteristics of a Store Manager	Participate in the discussion of Characteristics of a Store Manager	Recommended textbook.	Students to: state five personal characteristics of a store manager
5.	Customer Services	Students should be able to: list and explain the customer services	Customer services	Discusses Customer services e.g. assist customer in choosing products.	Participate in the discussion of customer services	Recommended textbook.	Students to: describe three customer service

STORE MANAGEMENT
S.S I
FIRST TERM

THEME 1: BASIC INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Primary Functions of Management as they relate to Store Management.	Students should be able to: explain the primary function of management as they relate to store management	Primary functions of Management - Planning - Organizing - Leading - Staffing - Controlling	1. Discusses the primary functions of management. 2. Illustrates functions with examples in the students environment.	Participate in class discussion and ask questions	A visit to a typical store	Students to: explain four primary functions of management.
7.	Duties of a store manager.	Students should be able to: explain the duties of a store manager	Duties of a store manager.	Discusses the duties of a store manager	Participate in the discussion of duties of a store manager	Recommended textbook.	Students to: state four duties of a store manager.
8.	Benefits of planning.	Students should be able to: state the benefits of planning.	Benefits of planning.	Discusses the benefits of planning	Participate in class discussion.	Recommended textbook.	Students to: state five benefits of planning.
9.	Barriers to effective planning.	Students should be able to: list and discusses the barriers to effective planning	Barriers to effective planning.	Discusses the barriers to effective planning	Note and participate in the discussion	Recommended textbook.	Students to: explain four barriers to effective planning.
10	Consideration in establishing a store.	Students should be able to: identify and describe the factors to be considered in establishing a store.	Factors to be considered in establishing a store - Location - Accessibility - Competition - Types of Business - Size of the business - Security of the area	Lists and discusses the factors to be considered in establishing a store.	Note and participate in the discussion.	Chart of factors to be considered in establishing a store	Students to: list and explain the factors to be considered in establishing a store.
11	REVISION						
12	EXAMINATION						

STORE MANAGEMENT
S.S I
SECOND TERM

THEME 2: RETAILING AND WHOLESALING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Concept of Retailing	Students should be able to: 1. define retailing-retailer. 2. explain the functions of retailing/retailer.	Retailing - Definitions - Functions	1. Discusses the concept of retailing 2. State and discusses the functions of a retailer.	Participate in the discussion of retailing.		Students to: 1. define retailing 2. list and explain five functions of a retailer.
2.	Concept of wholesaling	Students should be able to: 1. define wholesaling. 2. explain the functions of wholesaler.	Wholesaling 1. Definitions 2. Functions	1. Discusses of concept of wholesaling 2. Lists and discusses the functions of a wholesaler.	1. Participate in the discussion of wholesaling. 2. Note and participate in the discussion of the functions of a wholesaler.		Students to: 1. define wholesaling. 2. state three functions of a wholesaler.
3.	Warehouse	Students should be able to: 1. define warehousing 2. identify different types of warehouses. 3. describe the types of warehouses.	Warehouse 1. Definition 2. Types	1. Discusses warehouses with students. 2. Lists and explains the different types of warehouse using local examples.	Participate in the discussion		Students to: 1. define warehousing. 2. list and explain three types of warehouses.
4.	Importance of Warehousing	Students should be able to: explain the importance of warehousing.	Warehouse - Importance of warehousing.	States and discusses the importance of warehouses.	Participate in the discussion.		Students to: state fire importance of warehousing.
5.	Factors to be considered in setting warehouse	Students should be able to: identify and describe the factors to be considered in setting a warehouse	Warehouse - Factors to be considered in setting warehouse	Lists and discusses the factors to be considered in setting a warehouse	Note and participate in the discussion	Chart of factors to be considered in setting a warehouse	Students to: list and explain the factors to be considered in setting a warehouse.

STORE MANAGEMENT
S.S I
SECOND TERM

THEME 2: RETAILING AND WHOLESALING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Transportation	Students should be able to: 1. define transportation 2. explain the importance of transportation.	Transportation - Definition - Importance.	States and discusses the importance of transportation.	Participate in the discussion.		Students to: 1. define transportation. 2. state five importance of transportation.
7.	Means of Transportation	Students should be able to: list and explain the different means of transportation	Transportation - Means - Land - Water - Air - Pipeline - Rail	List and discusses the different means of transportation	Participate in the discussion and take notes		Students to: list and explain three means of transportation.
8.	Advantages of each means of transportation	Students should be able to: state the advantages of different means of transportation	Advantages each means of transportation.	Discusses the advantages of each means of transportation	Note and participate in the discussion.		Students to: state three advantages of each means of transportation.
9	Disadvantages of each means of transportation	Students should be able to: state the disadvantages of each means of transportation	Disadvantages of each means of transportation.	Discusses the disadvantages of each means of transportation	Note and participate in the discussion		Students to: state three disadvantages of each means of transportation
10	Factors determine the choice of transportation	Students should be able to: explain the factors that determine the choice of transportation.	Factors that determine the choice of transportation means i. Distance ii. Nature of goods etc.	Discusses the factors that determine the choice of means of transportation	Participate in the discussion and take notes		Students to: state four factors that determine the choice of means of transportation
11	REVISION						
12	EXAMINATION						

STORE MANAGEMENT
S.S I
THIRD TERM

THEME 3: STOCK CONTROL

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to stock control	Students should be able to: 1. define stock 2. state the importance of stock	Stock - Meaning - Importance of stock	1. Discusses the meaning of stock 2. Discusses the importance of stock	Note, listen and participate in the discussion.		Students to: 1. define stock 2. state three importance of stock.
2.	Stock control	Students should be able to: 1. define stock control 2. state the importance of stock control	Stock Control - Meaning - Importance of stock control	1. Discusses the meaning of stock control 2. Discusses the importance of stock control	Note, Listen and Participate in the discussion		Students to: 1. define stock control 2. state three importance of stock control
3.	Types of Stock	Students should be able to: list and explain different types of stock	Types of stock	Lists, explainss and illustrates the different types of stock	Note and draw the different stock		Students to: state three types of stock
4.	Types of Stock records	Students should be able to: list and explain different stock records	Types of Stock Records - Stock list - Bin card - Stock Card - Stock requisition form etc.	Lists and explains different types of stock records.	1. Note and draw the different records 2. Ask questions	Stock records eg. Bin card	Students to: list and explain three stock records
5.	Methods of Stock Control	Students should be able to: explain manual method of controlling stock	Methods of stock control: - manual methods i. perpetual method ii. periodic method iii. stock taking, etc.	1. Discusses manual method of controlling stock. 2. Illustrates with examples in students environment	Record observations and discuss their observations		Students to: explain manual method of controlling stock.

STORE MANAGEMENT
S.S I
THIRD TERM

THEME 3: STOCK CONTROL

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Computerized methods	Students should be able to: explain computerized methods of controlling stock.	Computerized methods.	Embarks on with students to computerized store if available.	Listen and ask question.		Students to: explain computerized method of controlling stock.
7.	Levels of stock control	Students should be able to: 1. explain the different levels of control	Levels of Stock Control i. Maximum ii. Minimum iii. Re-order level	Describes the different level of stock control		Listen and ask questions	Students to: name two levels of stock control.
8.	Issuing of Stock	Students should be able to: 1. explain different was of issuing stock	Issuing of stock i. First in first-out (FIFO). ii. Last in first-out (LIFO).	Lists and explains ways of issuing stock		Listen and ask questions	Students to: mention two ways of issuing stock
9	Pricing	Students should be able to: 1. state and explain pricing 2. state and describe types of pricing	Pricing - Explanation of pricing - Types i. Skimming ii. Mark-up iii. Mark-down etc	1. Explains pricing 2. States and describes types of pricing policies	1. Note and ask questions 2. Participate in the discussion of types of pricing	Price lists: 1. on papers 2. on-line	Students to: 1. explain pricing 2. state and describe types of pricing.
10	Importance of pricing	Students should be able to: explain the importance of pricing	Importance of pricing	Discusses the importance of pricing	Participate in the discussion of importance of pricing.		
11	REVISION						
12	EXAMINATION						

**ACCOUNTING
SS I
FIRST TERM**

THEME1: INTRODUCTION AND HISTORICAL DEVELOPMENT OF BOOK KEEPING AND ACCOUNTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Bookkeeping and accounting	Students should be able to: 1. distinguish between book keeping and accounting. 2. discuss the history of accounting.	1. Definition and meaning of book keeping and accounting 2. History of accounting in Nigeria: -origin -accounting as a profession -future prospectus.	1. Explains the meaning of book keeping and accounting. 2. Lists institution and organization where accounting can be studied.	Write short note on book keeping and accounting.	1. Chalkboard 2. Textbook 3. Resources person 4. Publication.	Student to: 1. define a book keeping and accounting. 2. differentiate between book keeping and accounting.
2	The need for bookkeeping and accounting	Students should be able to: 1. state the importance of book keeping and accounting. 2. identify the various accounting bodies.	1. The need for book keeping and accountings: -keeping of accounting records as the soul of the business. -valuation of stock -valuation of assets -determine debtors and creditors -conservation of assets.	1. Asks students to list professional Accounting bodies in Nigeria. 2. Specifies the pre requisite qualification for a professional accountant.	Identify the famous accounting bodies in Nigeria.	1. Charts 2. Pictures etc.	Student to: 3. list the various professional accounting bodies in Nigeria.
3	Ethics of accounting	Students should be able to: 1. explain the term accounting ethics. 2. explain the benefits.	2. Qualities and accounting ethics: -honesty -transparency -integrity -fairness -accountability -objectivity -trustworthiness	1. Explains the meaning and importance of qualities of an accountant. 2. Appreciates the attributes of accounting profession.	Listen to the teacher and take note.	1. Resources person 2. Textbooks	Student to: 1. list any (3) accounting ethics. 2. explain any (2) out of the listed ethics.

**ACCOUNTING
SS I
FIRST TERM**

THEME1: INTRODUCTION AND HISTORICAL DEVELOPMENT OF BOOK KEEPING AND ACCOUTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Principles and practice of double entry	Students should be able to: 1. explain the rules of double entry. 2. apply the rules of double entry.	1. Concept of the rule of double entry. 2. Review of double entry with comprehensive illustration.	1. Explains the principles of double entry. 2. Illustrates the rules of double entry principles.	Practice some exercise based on double entry.	1. Textbooks 2. Charts	Student to: 1. discuss the rules of double entry with practical. 2. apply the rules of double entry with practical exercise.
5	Accounting concept	Students should be able to: 1. identify the accounting concepts. 2. explain the accounting concepts.	1. Extraction of accounting concepts: -entity concepts -going concern -conservation and prudence concepts -historical cost concept -money measurement materiality realization.	1. Guides students to explain the term accounting concepts. 2. Mentions and discuss these concepts.	Write short notes on the accounting concepts.	1. Textbook 2. Chalkboard	Student to: 1. list 5 accounting concepts. 2. explain 4 accounting concepts.
6	General journal	Students should be able to: Students should be able to: 1. explain the uses of general journals. 2. journals opening and closing entries of general journals. 3. correct errors through journals. 4. identify the types of journals.	1. General journals: -uses -opening and closing entries.	1. Explains the meaning and uses of general journals. 2. Illustrates the layout of a typical general journal. 3. Illustrates with examples the opening and closing entries.	1. Pay attention to the meaning and uses of general journals. 2. Demonstrate the opening and closing entries.	1. Textbooks 2. Charts 3. Receipts 4. Invoice	Student to: 1. state the uses of general journal. 2. draw a layout of a general journal. 3. narrate the types of journal. 4. work example an opening and closing entries.
7	Correction of errors	Students should be able to: identify and explain the types of errors.	1. Mention the types of errors. 2. Explain the types of errors and how it can be corrected.	Guides students on how to correct errors through journals.	Correction of errors.	1. Textbooks 2. Charts 3. Receipts 4. Invoices	Student to: correct errors through journals.

**ACCOUNTING
SS I
FIRST TERM**

THEME1: INTRODUCTION AND HISTORICAL DEVELOPMENT OF BOOK KEEPING AND ACCOUTING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Types of discount	Students should be able to: 1. explain the meaning of discount. 2. identify the various types of discount. 3. explain the types of discount. 4. distinguish between cash discount and trade discount.	1. definition of discount 2. Mention the types of discount. -Cash discount -Trade discount 3. Explain the types of discount.	Guides students on the types of discount.	Write short note on discount and the types.	1. Charts 2. Bank 3. Document 4. Invoice 5. Receipts 6. Textbooks 7. Chalkboard	Student to: list different types of discount.
9	Analytical cash book	Students should be able to: 1. identify the farm of single and double column cash book. 2. post transaction into single and double columnar cash book. 3. identify the form of the three column cash book. 4. post transactions into three columnar cash book.	Single column cashbook 1. Double column cashbook with emphasis on contra entries. 2.Three column cash book.	1. Illustrates different types of cash book: -single column cash book. -doubled column cashbook. three column cash book. 2. Guides students to work a small exercise as possible with emphasize on contra entries.	Work examples based on single columns, cash book, double column, three columns cash book. 2. Demonstrate the principles of contra entry in worked examples.	1.Charts 2.Bank 3.Document 4.Invoice 5.Receipts 6. Textbooks 7. Chalkboard	Student to: 1. list differences types of cashbook. 2. prepare different types of cashbook.
10	Analytical petty cash book with imprest system	Students should be able to: 1. post transaction of petty cash book on imprest system. 2. distinguish between ordinary petty cash book and cashbook on imprest system. 3.post cash transactions to the ledger.	1. Definitions of petty cashbook and imprest system. 2. Petty cash transaction to the ledger.	Guides students to work as many exercise as possible with emphasis on contra entries.	Demonstrate the principles of contra entry in worked examples.	1.Charts 2.Banks 3. Documents 4. Invoice 5. Receipts 6.Textbook 7. Chalkboard	Student to: 1. post transaction of petty cash book on imprest system. 2. distinguish between ordinary petty cash book and cashbook on imprest system.
11	REVISION						
12	EXAMINATION						

**ACCOUNTING
SS I
SECOND TERM**

THEME: JOURNALS AND CASH ACCOUNTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Bank reconciliation statement	Students should be able to: explain the following: 1. dishonoured cheque uncredited cheque -unpresented cheque -commission/interest -standing order -direct payment	1. Definition of bank reconciliation statement 2. Identify the various types of bank document. 3. Terminologies used in bank reconciliation 4. Differentiate the types of bank documents.	1. Explains the different types of bank document. 2. Works some examples. 3. Bank reconciliation preparation	Write short notes on the following 1. Dishonoured cheque. 2. uncredited cheque 3. commission/interest.	1. Bank document 2. Charts 3. Testbook 4. Resource person	Students to: 1. explain the two method of bank reconciliation. 2. explain five terminologies in bank reconciliation 3. solve exercise on bank reconciliation .
2	Interpret bank statement	Students should be able to: 1. adjust the cash book. 2. reconcile cash balance with bank balance.	1. Definition of bank statement. 2. Interpret bank statement. 3. Adjustment of cash book.	1. Interprets the bank statement. 2. Adjustments of cashbook.	1. Prepare bank reconciliation statement from a given bank statement. 2. Prepare adjusted cash book: - standing order - direct payment 3. Observe the various stages of cash book adjustment: - bank reconciliation.	1. Bank document 2. Charts 3. Testbook 4. Resource person	Students to: 1. adjust the cash book. 2. reconcile cash balance with bank balance.
3	Classification of accounts	Student should be able to: 1. identify different classes of accounts. 2. explain different classes of account.	Classification of accounts 1. Personal account. 2. Impersonal account - Real - Nominal	Explains to the learner the two classes of account.	Write short note on the different classes of account.	1. Charts 2. Textbook 3. Chalkboard	Students to: list the different classes of account.

**ACCOUNTING
SS I
SECOND TERM**

THEME: JOURNALS AND CASH ACCOUNTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Trial balance and correction of errors	Students should be able to: 1. explain the needs for trial balance. 2. extract balances from ledger to the trial balance . 3. balance the trial balance. 4. correct errors that affect the trial balance. 5. identify errors that do not affect the trial balance.	1. Definition of balance. 2. The need for trial balance. 3. Preparation of trial balance. 4. Correction of errors.	1. Discusses the need for trial balance. 2 Guides students in: - preparing trial balance - balancing of trial balance - correcting errors.	1. Highlight the need for trial balance. 2. Observe the preparation of trial balance. 3. Demonstrate the preparation of trial balance.	Textbooks Charts Chalkboard	Students to: 1. explain 3 importance of trial balance. 2. prepare trial balance. 3. explain the errors that affects trial balance he agreement. 4. explain the errors cannot affects trial balance agreement.
5	Trading accounts	Students should be able to: 1. identify trading accounts items. 2. prepare the trading account. 3. determine cost of goods available, cost of goods sold, sales.	1. Identify of trading and profit and loss account 2. Diagram showing format of trading account 3. Explanation of terms use in trading account e.g. -Terminologies -Opening stock -Closing stock -Purchase -Outward -Carriage inward -Gross profit/loss -Cost of goods available for sale -Cost of goods sold.	1. Explains the items in the trade account. 2. Guides students to prepare trading account.	1. Identify the various terminologies. 2. Demonstrate the preparation of trading account.	1. Textbook 2. Chalkboard 3. Charts	Students to: list 5 trading account system.

**ACCOUNTING
SS I
SECOND TERM**

THEME: JOURNALS AND CASH ACCOUNTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Trading account preparation	Students should be able to: 1. identify trading account items. 2. prepare the trading account. 3. determine the cost of goods available, cost of goods sold.	Use the items in preparing trading and profit and loss account -Terminologies -Opening stock -Closing stock -Purchase -Outward -Carriage inward -Gross profit/loss -Cost of goods available for sale -Cost of goods sold. 2. Trading account and preparation.	1. Explains the items in the trade account. 2. Guides students to prepare trading account.	1. Identify the various terminologies. 2. Demonstrate the preparation of trading account.	1. Textbooks 2. Charts 3. Chalkboard	Students to: 1. list 5 trading account. terminologies 2. prepare trading account.
7	Profit and loss	Students should be able to: 1. prepare profit and loss account. 2. identify the format of profit and loss account. 3. determine net profit and loss. 4. explain profit and loss account items from given information.	1. Identification of profit and loss account items. 2. Format or layout. 3. Profit and loss account.	1. Explains the items in the trade account. 2. Guides students to prepare trading account and loss account. 3. Draws a format of profit and loss account.	1. Identify the various terminologies. 2. Demonstrate the preparation of trading account.	1. Textbooks 2. Charts 3. Chalkboard	Students to: list 5 profit and loss account.

**ACCOUNTING
SS I
SECOND TERM**

THEME: JOURNALS AND CASH ACCOUNTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Preparation of profit and loss	Students should be able to: 1. explain profit and loss account items from given information. 2. identify the format of profit and loss account. 3. prepare a profit and loss account. 4. determine the net profit or loss.	Profit and loss account 1. Preparation. 2. Determinants of net profit and loss.	1. Explains the items in the trade account. 2. Guides students to prepare trading account and loss account. 3. Draws a format of profit and loss account.	1. Draw a format of profit and loss account.	1. Textbooks 2. Charts 3. Chalkboard	Students to: 1. list 5 and profit and loss account. 2. prepare profit and loss account.
9	Adjustment in profit and loss account	Students should be able to: 1. distinguish between bad debt and provision for bad debt. 2. make entry of bad debt and provision for bad debt into ledger and final account. 3. distinguish between prepayment(payment in advance) and accruals (payment in arrears).	Explanation on 1. Bad debt and provision for bad debt 2. Posting of entries into ledger and final account	Guides students to distinguish between bad debt and provision for bad debt.	Take part in the discussion and activities in the classroom.	1. Chart 2. Textbooks 3. Chalkboard	Students to: explain the difference between bad debt and provision for bad debt.

**ACCOUNTING
SS I
SECOND TERM**

THEME: JOURNALS AND CASH ACCOUNTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Prepayment and accruals	Students should be able to: 1. distinguish between bad debt and provision for bad debt 2. make entry of bad debt and provision for bad debt into ledger and final account. 3. distinguish between prepayment (payment in advance) and accruals (payment in arrears).	1. Prepayment and accruals. 2. Distinguish between prepayment and accruals.	Guides students to distinguish between bad debt and provision for bad debt in ledger and final account.	Solve problems involving bad debt and provision for bad debt in ledger and final account.	1.Charts 2.Textbook 3. Chalkboard	Students to: 1. Make entries of bad debt. 2. prepayment, accrual discounted and depreciation into ledger and final account.
11	REVISION						
12	EXAMINATION						

**ACCOUNTING
SS I
THIRD TERM**

THEME: CLASSES OF ACCOUNT AND FINAL ACCOUNT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Adjustment in profit and loss account contd.	Students should be able to: 1. make entries of payment (payment in advance) in arrears to the final account. 2. identify provision for discounted allowable. 3. make entries into the ledger and final account of provision for discount allowable.	1. Posting entries into the ledger and final account. 2 .Provision for discount allowable: -identification -journalizing -entries into final accounts.	1. Discusses the differences between prepayment and accruals. 2. Demonstrates the posting of prepayment accruals to ledger and final account. 3. Discusses provision for discount allowable. 4. Demonstrates the posting into ledger and final account.	Copies the posting of prepayment and accruals to the ledger and final account.	1. Textbook 2. Chalkboard	Students to: 1. make entries of payment (payment in advance) in arrears to the final account. 2. identify provision for discounted allowable.
2	Depreciation	Students should be able to: 1. identify provision for depreciation. 2. make entries into ledger and final account of provision for depreciation.	1.Defination of depreciation 2. Provision for depreciation. -Identification -Journalizing -Entries into final accounts.	1. Discusses the provision for depreciation 2. Demonstrates entries into the ledger and final account of provision for depreciation	Copies the posting of prepayment and accruals to the ledger and final account.	1. Textbook 2. Charts	Students to: identify provision for depreciation.
3	Balance sheet	Students should be able to: distinguish between assets and liabilities.	1.Differentiate between assets and liabilities	1. Guides students to distinguish.	1. Note to the difference	1. Charts 2.Textbook	Students to: distinguish between assets and liabilities.

**ACCOUNTING
SS I
THIRD TERM**

THEME: CLASSES OF ACCOUNT AND FINAL ACCOUNT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Balance sheet layout	Students should be able to: 1. explain liabilities 2. identification of types of asset and liabilities. 3. classification of asset and liabilities.	1. Distinction. 2. Identification of types of asset and liabilities. 3. Classification of asset and liabilities.	1. Distinguishes between assets and liabilities. 2. Discusses the different types of assets and liabilities.	Distinguish between assets and liabilities.	1. Charts 2. Textbook	Students to: 1. List the difference between assets and liabilities
5	Preparation of balance sheet	Students should be able to: prepare a balance sheet.	1. The balance sheet layout. 2. Preparation of balance sheet.	Prepares a balance sheet.	Take parts in the preparation of balance sheet.	1. Textbook 2. Chalkboard 3. Charts	Students to: prepares balance sheet.
6	Sales ledger control account	Students should be able to: 1. explain the meaning and uses of control account. 2. identify sales ledger.	1. Definition and uses of control account. 2. Terminologies: -bad debt -discount allowed -return inwards -cash refund -dishonoured cheques -credit sales	Guides students to identify sales ledge.	Listen and take part in the preparation of purchase ledger control account.	1. Textbooks 2. Charts 3. Chalkboard	Students to: identification sales ledger items.
7	Preparation of sales ledger control account	Students should be able to: prepares sales ledger control account.	1. Format or layout showing the sales ledger control account. 2. items found in sales ledger control account.	Prepares sales ledger control account.	Listen and take part in the preparation of purchase ledger control.	1. Textbooks 2. Charts 3. Chalkboard	Students to: prepares sales ledger control account.

**ACCOUNTING
SS I
THIRD TERM**

THEME: CLASSES OF ACCOUNT AND FINAL ACCOUNT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Purchase ledger control account	Students should be able to: 1. preparation of sales ledger control account.	1. Definition of purchase ledger control account. 2. Items found in purchase ledger control account e.g. credit.	Guides students to identify purchase ledges items.	Listen and take part in the preparation of purchase ledger control account.	1. Textbooks 2. Charts 3. Chalkboard	Students to: identify 3 purchase ledger items.
9	Preparation of purchase ledger control account	Students should be able to: prepare the purchase ledger control account.	1. Cash or bank payment to creditor 2. Discount received	Prepares purchase ledger control account.	Listen and take part in the preparation of purchase ledger control account.	1. Chart 2. Textbooks 3. Chalkboard	Students to: prepare purchase ledger control account.
10	Preparation of purchase ledger control account	Students should be able to: 1. prepare the layout 2. items found in the account.	Prepare the purchase ledger account.	Prepares the accounts	Listen to the teacher	Copy note	Students to: prepare the account
11	REVISION						
12	EXAMINATION						

**COMMERCE
SS I
FIRST TERM**

SUB THEME: BASIC INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to commerce	Students should be able to: 1. define commerce 2. explain the scope of commerce 3. list the functions	1. Meaning 2. Scope 3. Functions	1. Discusses commerce in detail 2. Explain the scope of commerce. 3. Describe the functions of commerce	1. Participate actively in class discussion	1. Textbooks 2. Diagrams 3. Charts 4. Journals	Students to: 1. define commerce 2. list four function of commerce.
2	Introduction to commerce	Students should be able to: 1. describe e-commerce 2. outline the characteristic of commerce. 3. identify the differences between commerce and commerce.	1. Characteristics 2. E-commerce. - Measuring - Functions	1. Outline the characteristics of commerce. 2. Identify the difference between commerce and e-commerce explain the function of e-commerce	Copy short notes on commerce and e-commerce from the chalkboard	1. Textbooks 2. Journals	Students to: 1. state five (5) characteristic of commerce 2. define commerce
3.	History of commerce	Students should be able to: 1. write a brief history of commerce in Nigeria 2. outline factors affecting the growth of commerce	1. Historical background 2. Factors affecting the growth of commerce	1. Guides the student discussion on evolution of ecommerce in Nigeria. 2. Describe the factors affecting the growth of commerce in Nigeria	Participate in class discussions	Museum Materials Cowries Manila	Students to: 1. write a brief history of commerce 2. give five (5) reason for the growth of commerce in nigeria
4.	History of commerce (continues)	Students should be able to: 1. describe the barter system 2. state the problem of barter system	1. The barter system 2. Problems of barter 3. Advantages and disadvantages	1. Leads discussion on the barter system. 2. Explains the problem of barter. 3. Outlines the advantages and disadvantages of barter	Role play the barter system in class	An excursion to museum	Students to: 1. define barter 2. discuss two problems of barter system

COMMERCE
SS I
FIRST TERM

SUB THEME: BASIC INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Occupation	Students should be able to: 1. define occupation 2. classify occupation 3. differentiate between occupation	1. Meaning 2. Classification - Industrial occupation - Commercial occupation - Services occupation	1. Lands of occupation. 2. Discusses the benefits 3. Illustrates with diagrams	Active participation in class discussion	Textbooks Excursion	Students to: 1. define occupation 2. compare and contrast among the following - commercial occupation - industrial occupation - services
6	Occupation	Students should be able to: 1. list types of occupation. 2. outline factors affecting employment.	Factors that determine types of occupation and employment.	1. Discuss factors that determine types of occupation. 2. Explains the types of employment. 3. Describes factors affecting employment.	Active participation in class discussion.	1. Careers New 2. Labour news 3, pictures	Students to: 1. list four factor affecting employment. 2. state factors that determines types of occupation.
7.	Production	Students should be able to: 1. define production. 2. state the factors of production. 3. describe division of labour. 4. differentiate specialization and exchange.	1. Meaning of production. 2. Factors of production 3. Division of labour 4. Specialization 5. Exchange.	1. Explains production and the factors of productions. 2. Describes division of labour. 3. Illustrates specialization and exchange.	1. Copy notes on production division of labour, specialization and exchange. 2. Participate in class discussion on factors of production.	1. Charts 2. Textbooks 3. Eco-journal	Students to: 1. define production division of labour specialization and exchange. 2. list four factor of production.

**COMMERCE
SS I
FIRST TERM**

SUB THEME: BASIC INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Production	Students should be able to: 1. classify production 2. distinguish between primary and secondary production.	1. classification of production primary industry extractive manufacturing construction secondary - Trade - Aide to Trade Tertiary - Direct and - Indirect	1. Classifies production. 2. Explains primary, secondary and tertiary production.	Active participation in class discussion.	1. Charts 2. Textbooks	Students to: 1. classify production. 2. distinguish between primary and secondary production.
9	Trade	Students should be able to: 1. identify the different types of trade. 2. describe the relationship among the different types of trade	1. Types of trade - Home trade - foreign trade - entreport trade 2. Relationship between/among the different types of trade	1. Explains types of trade. 2. Describes the relationship among the different types of trade	Copy illustrations of different types of traded	Charts Chalkboard	Students to: 1. illustrate with the use of diagram the different types of trade.
10	Home Trade	Students should be able to: 1. identify component of trade. 2. state the functions of the reader to consumer. 3. explain the factors to be considered on setting up a retail trade.	1. Meaning of Home traded 2. Characteristics and functions of retail trade. 3. Factors to be considered in setting up a retail trade.	1. Discusses the components of trade. 2. Explains the function of a retailer. 3. Mentions the considered in retail trade.	1. Participate in class discussion. 2. Write note on home trade.	1. Charts 2. Textbooks 3. Journals	Students to: 1. list two types of home trade. 2. mention two factors to be considered in setting up a retail trade.
11	REVISION						
12	EXAMINATION						

**COMMERCE
SS I
SECOND TERM**

SUB THEME: TRADE AND BUSINESS ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Home trade continues	Students should be able to: 1. classify retail activities into small scale and large scale. 2. explain the organizational set up of each types of retail trade.	1. Discuss small scale retailer e.g. hawkers, mobile shops etc. 2. Large scale retailer e.g. super market, mail order etc.	1. Discusses small retailer e.g. hawker, mobile shops etc. 2. Arranges visit to one or two retailer shops and interview the owner's 3. Guides students in class discussions.	1. Participate in class discussion. 2. Argue for and against the elimination and survival of retailer in trade.	1. Textbook 2. Chalk board	Students to: mention two (2) types of small scale outlets.
2.	Home trade continues	Students should be able to: 1. explain the following - branding - after sales services - vending machine 2. give three benefits each.	1. Modern trends in retailing - Branding - Self service - After sales service - Vending machine - Pre-packing - credit card	1. Discusses the modern trend in retailing. 2. Explains the advantages and disadvantages of each.	Participate in class discussion.	1. Textbook 2. Chalk board	Students to: 1. mention the modern trends in retailing. 2. outline two advantages of each
3.	Home trade continues	Students should be able to: 1. mention the characteristics of large scale and small scale retailer. 2. give three advantages and disadvantages of large and small scale retailer.	1. main characteristic of large scale and small scale retailers. 2. Advantages of large scale and small scale retails.	1. Discusses the main characteristics of large scale and small scale retailer. 2. Explains the advantages and disadvantages of each.	Participate in class discussion.	1. Textbook 2. Chalk board 3. Journals	Students to: 1. mention the characteristics of small and large scale retailer

COMMERCE
SS I
SECOND TERM

SUB THEME: TRADE AND BUSINESS ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Home trade continues	Students should be able to: discuss reason why retail business may fail	Reason why retail business may fail	Discusses reason why retail business may fail	Argue for and against the elimination and survival of a retailer in trade	1. Textbook 2. Chalk board	Students to: give the reason why retail business may fail.
5.	Home trade continues	Students should be able to: 1. examine the role of the wholesaler in the chains of distribution. 2. state functions of the wholesaler. 3. describe the necessary documents used in home trade.	Wholesale trade - Channel of distribution - Survival process - Functions of agent - Types of ware houses - Necessary document used in home trade - Function of the wholesaler to the producer and retailers	1. Discusses the function of the wholesaler. 2. Draws the chain of distribution on the board. 3. Explains the types of warehouse. 4. Explain the necessary documents used in home trade.	1. Participate in class discussion. 2. Argue for and against the elimination of the wholesaler	1. Textbook 2. Chalk board 3. Chart	Students to: 1. define an wholesaler 2. list the types of warehouse
6.	Foreign trade International	Students should be able to: 1. explain the meaning of foreign trade. 2. list types of foreign trade 3. list advantages and disadvantages of foreign trade. 4. state the barrier of foreign trade.	1. Meaning of foreign trade. 2. Types of foreign trade - Bi-lateral foreign trade. - Multi-lateral trade 3. Advantages and disadvantages of foreign trade 4. Barriers to foreign trade	1. Explains the meaning of foreign trade and the types. 2. Mentions the barriers to foreign trade	1. Participate actively in class discussion. 2. Write notes on foreign trade.	1. Textbook 2. Chalk board 3. Chart	Students to: 1. define foreign trade. 2. mention types of foreign trade 3. mention five (5) barriers of foreign trade.

COMMERCE
SS I
SECOND TERM

SUB THEME: TRADE AND ASSOCIATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Foreign trade	Students should be able to: 1. differentiate between export, import and entreport 2. differentiate between balance of trade and balance of payment.	1. Division of foreign trade. 2. Procedures for foreign trade. 3. Balance of trade and balance of payment.	1. Gives division of foreign trade. 2. Explains the difference between import and export 3. Explains the differences between balance of trade and balance of payment.	Participate in class discussion.	1. Textbook 2. Chalk board 3. Chart	Students to: 1. differentiate between import, export and entreport. 2. give similarities between balance of payment.
8.	Foreign trade	Students should be able to: 1. mention the reason for imposition of tariff. 2. explain tools for foreign trade 3. list necessary document of foreign trade.	1. Tariffs and reasons for the imposition of tariff. 2. Tools for trade restriction and expert promotion. 3. Necessary document used for foreign trade.	1. Discusses tariff and reason for imposition of tariff. 2. Explains tools for trade restriction and exports promotion. 3. Explains necessary document for foreign trade.	Participate actively in class discussion.	1. Textbook 2. Chalk board	Students to: 1. mention the reason for imposition of tariff. 2. list necessary document foreign trade.
9	Foreign trade	Students should be able to: 1. list functions of customs exercise. 2. mention Nigerian export promotion council	1. Functions of customs and exercise. 2. Nigerian export promotion	1. Explains functions of customs and exercise. 2. Discusses Nigerian export promotion	Participate actively in class discussion	1. Textbook 2. Chalk board 3. Brochures from custom and exercise Nigerian export promotion	Students to: 1. mention functions of customs and exercise
10	Foreign trade	students should be able to: 1. explain Nigeria airport authority 2. explain Nigeria port authority	1. Nigerian airport authority. 2. Nigerian ports authority. 3. Functions of each port	1. Discusses Nigerian port authority and Nigerian airport authority. 2. Explains each of the functions of the ports authority.	Participate in class discussion	1. Textbook 2. Brochures from: Nigerian Airport Authority and Nigeria port authority.	
11	REVISION						
12	EXAMINATION						

COMMERCE
SS I
THIRD TERM

SUB THEME: TRADE AND BUSINESS ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Commodity exchange	Students should be able to: 1. explain the term commodity 2. mention the types of tradable commodities.	1. Meaning 2. Types - Agricultural produce - Solid minerals - Oil and Gas	1. Guides student to list some commodities produced in Nigeria. 2. Describe the different types of commodities	List commodities and classify into: - food crops - cash crops - solid minerals	1. Pictures 2. Charts 3. Posters 4. Sample of commodities	Students to: 1. define commodity 2. mention two types commodity
2	Commodity exchange (cont'd)	Students should be able to: 1. explain the term commodity exchange. 2. explain the term tradable commodity 3. state the requirement for trading.	Commodity exchange: 1. Meaning 2. Tradable 3. Requirement for trading - Grading system - Warehousing - Clearing system - Standardizing	1. Guides students to identify commodity to be exchanged. 2. Leads discussion on commodity exchange.	1. List commodities that are to be exchange. 2. Copy short notes on commodity exchange.	1. Pictures 2. Charts 3. Posters 4. Sample of commodities	Students to: explain commodity exchange.
3	Commodity exchange (cont'd)	Students should be able to: 1. state the methods of trading. 2. explain the following. - spot - forward futures - open outcry	1. Types - Spot - Forward futures 2. Method of trading: - Open outcry - Electronic	1. Explains the following - Spot - Forward futures 2. Discusses the method of trading.	Participate actively in class discussion.	1. Textbooks 2. Journals	Students to: state the methods of trading.
4	Commodity exchange (cont'd)	Students should be able to: state the benefits of commodity exchange	Benefits of commodity exchange: - increase in agricultural produce. - stabilization in produce - encourage exploration of solid minerals. - foreign exchange earning.	Discusses the benefits of commodity exchange.	Participate actively in class discussion.	1. Textbooks 2. Chalkboard	Students to: state the benefits of commodity exchange.

COMMERCE
SS I
THIRD TERM

SUB THEME: TRADE AND BUSINESS ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Commodity exchange (cont'd)	Students should be able to: identify the major constraint to commodity trading in Nigeria.	Constraints commodity trading. - Inadequate supply - Poor storage - Bad weather - Middle men - Ethical issues - Inadequate knowledge	Leads discussion on the major constraint to commodity exchange	Participate actively in class discussion	1. Textbooks 2. Journals 3. Chalkboard	Students to: mention the major constraint to commodity trading in Nigeria
6	Commodity exchange (cont'd)	Students should be able to: 1. differentiate between commodity and stocks. 2. explain tangible and intangible methods of pricing. 3. outline the similarities between commodities and stocks.	1. Differentiate between commodities and stocks. 2. Items traded: - Tangible - Intangible Methods of pricing 3. Similarities between commodity and stocks	1. Explains the differences between commodities and stock. 2. Outlines the tangible and intangible method of pricing. 3. Outlines the similarities between commodities and stock. 4. Invites a resource person from securities commission to give a talk.	1. Outline the differences between commodities and stock. 2. Mention the items traded.	1. Pictures 2. Charts 3. Posters 4. Dividend warranty application form for the purchases or stock	Students to: mention the tangible and intangible methods of pricing.
7	Sole proprietorship	Students should be able to: 1. explain the meaning of a sole proprietorship. 2. list his sources of capital 3. state the advantages and disadvantages of a sole proprietorship.	Sole proprietorship: 1. meaning 2. sources of capital 3. advantages and disadvantages. 4. features of sole proprietorship	1. Leads discussion on sole proprietorship 2. Asks students to give advantages and disadvantages. 3. Highlights sources of capital and its features.	1. Participate in class discussion. 2. Mention advantages and disadvantages of sole proprietorship	1. Textbooks 2. Journals 3. Chalkboard	Students to: 1. define sole proprietorship. 2. enumerate three sources of capital of sole proprietorship.

COMMERCE
SS I
THIRD TERM

SUB THEME: TRADE AND BUSINESS ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Partnership	Students should be able to: 1. define partnership 2. describe types of partnership. 2. give examples of partnership. 3. identify the sources of capital of partnership.	Partnership 1. Meaning 2. Types - Normal - Dormant - Limited etc. 3. Sources of capital	1. Leads discussion on partnership. 2. Invite a senior officer in an accounting firm as a resource person.	1. Participate in class discussion 2. Copy notes on partnership	1. Textbooks 2. Journals	Students to: 1. define partnership. 2. list types of partnership. 3. list sources of capital of partnership.
9	Partnership (cond)	Students should be able to: state the advantages and disadvantages of a partnership	Partnership 1. Formation and agreement 2. Advantages and disadvantages. 3. Differences between partnership and a sole proprietorship	1. Explains differences between a sole proprietorship and a partnership. 2. Outlines the condition under which partnership may be dissolved. 3. Explains the advantages and disadvantages.	Participate in class discussion actively.	1. Textbooks 2. Journals	Students to: 1. list conditions under which partnership may be dissolved. 2. mention four advantages.
10	Money	Students should be able to: 1. define money 2. evolution 3. functions 4. qualities / characteristics 5. forms / types	Money: 1. meaning 2. evolution 3. functions 4. qualities / characteristics 5. form/types	1. Shows different form of money. 2. Guides students to identify students to identify the physical forms of money.	1. Describe different forums of money. 2. Give reasons for keeping and using money. 3. Role play buying and selling using different denomination of money.	1. Textbooks 2. Types of money (Legal tender). 3. Charts 4. Pictures	Students to: 1. define money 2. tell the history of money. 3. list functions of money. 4. explain the qualities of money.
11	REVISION						
12	EXAMINATION						

**OFFICE PRACTICE
SS I
FIRST TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The office i meaning/ definition.	Students should be able to: 1. define an office. 2. explains the meaning of an office.	The office meaning/definition of office by different authors.	1. Defines an office by different authors. 2. Describes an office.	Listen attentively and note the definitions.	Pictures of different office.	Students to: 1. explains the meaning of an office. 2. defines an office according to tow authors.
2	The office ii layout of an office.	Students should be able to: 1. explains the importance of an office. 2. differentiate between small and large office.	Layout of an office. i. Small office. ii. Large office. iii. Open/centralized office. iv. Closed/cubide office.	1. Leads discussion on layout of an office. 2. Guides students in the discussion of importance of an office.	1. Listen attentively and note the layout of an office. 2. Participate in class discussion. 3. Answer teacher questions.	1. Diagrams. 2. Chalkboard. 3. Charts. 4. VCD showing different office setups.	Students to: differentiate between small and large office.
3.	The office iii function of an office.	Students should be able to: mention the functions of an office.	Functions - Receiving information. - Recording information. - Giving information. - Safe guarding information. - Processing/storing information.	1. Asks questions on functions of an office. 2. Asks students to write short note on any of the function.	1. Listen attentively and note the functions. 2. Answer teacher's questions. 3. Asks questions if any. 4. Copy chalkboard summary.	1. Chalkboard. 2. Charts. 3. VCD. 4. Projector/electronic (OPH).	Students to: 1. states five functions of an office. 2. explains three functions of an office.

**OFFICE PRACTICE
SS I
FIRST TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	The office sections of office.	Students should be able to: 1. mention the section of an office. 2. describe the section of an office.	Sections of an office. - The reception. - The general office. - Mail room/registry store.	1. Guides students in discussion of sections of an office. 2. Asks probing questions 3. Answer student's questions.	1. Listen attentively and note the explanations. 2. Answers teacher's questions if any.	1. Pictures of different sections of office. 2. Chalkboard. 3. VCD.	Students to: 1. mentions the section of an office. 2. give a brief explanation of section of an offices.
5.	Main features of good office set-up.	Students should be able to: 1. mention the features of a good office set-up. 2. explains the features of a good office set-up.	Main features of a good office. - Planning. - Location - Work flow. - Floor space - Working condition. - Exposition.	1. Guides students in discussion of features of a good office set-up. 2. Ask probing questions. 3. Answer students questions.	1. Listen attentively and note the explanations. 2. Answer teacher's question if any.	1. Chalkboard. 2. Textbooks.	Students to: 1. mention the features of a good office set-up. 2. write short note on the features of a good office set-up.
6	Advantages and disadvantages of the open/ centralized office/closed/ cubicle office.	Students should be able to: 1. states the advantages and disadvantages of open office and closed office. 2. explains the meaning of open/centralized office, closed/cubicle office.	Advantages and disadvantages of the open/centralized office, open/cubicle office.	1. Guides students in discussion of advantages and disadvantages of the open/centralized office, closed/cubicle office. 2. Answers students questions.	1. Listen attentively and note the explanation. 2. Answer teacher question if any.	1. Textbooks 2. Chalkboard. 3. Pictures of the open office and closed office.	Students to: 1. mention three (3) advantages and disadvantages of open and closed office.

**OFFICE PRACTICE
SS I
FIRST TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Office organization I). meaning of office organization/ objectives.	Students should be able to: 1. explain the meaning of an organization. 2. state the objectives of an organization.	1. Meaning of organization. 2. Objectives of an organization. - Smooth operation. - Realization of organizational goals. - Share responsibilities.	1. Explains the meaning of organization. 2. Explain the objectives of an organization.	1. Note teacher explanation. 2. Ask for clarification where necessary. 3. Participate in the discussion.	1. Pictures. 2. Slide shows of organization. 3. Charts. 4. Chalkboard.	Students to: 1. explain the meaning of organization. 2. dist the objectives.
8.	Structure II of organization.	Students should be able to: 1. describe the structure of an organization 2. lists the personnel. 3. draws organizational charts.	Structure of organization. - Board of directors. - Managing directors. - Personnel managers. - Purchasing manager etc.	1. Explains the organizational structures. 2. Leads discussion on the functions of the personnel in the organization.	1. Notes teacher explanation. 2. Asks for clarification where necessary. 3. Participates in discussion. 4. Copy from chalkboard.	1. Pictures. 2. Charts. 3. Chalkboards. 4. Textbooks.	Students to: 1. describe an organizational structure. 2. draw a simple organizational charts.
9.	Organization structure (3) responsibilities of office personnel.	Students should be able to: state the responsibilities of office Personnel.	Responsibilities of organization structures.	Explains the responsibilities.	Copy the chalkboard summary	1. Pictures. 2. Charts. 3. Chalkboards. 4. Textbooks.	Students to: state the responsibilities of office Personnel.
10	Structures of organization (3) span of control definition, unity of control, unit of function.	Students should be able to: 1. define. i. span of control. ii. unity of control. iii. unity of function.	Definitions of - Span of control. - Unity of control. - Unit of function.	Define - Span of control. - Unity of control. - Unit of function.	1. Notes teachers explanation. 2. Asks for clarification where necessary. 3. Participate in the discussion. 4. Jots down points	Chalkboard.	Students to: 1. define - span of control. 2. unity of control and unity of functions.
11	REVISION						
12	EXAMINATION						

**OFFICE PRACTICE
SS I
SECOND TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Department in an organization (i) different department in an organization.	Students should be able to: mention the different department in an organization.	Different departments in an organization. - Account/finance. - Administration. - Personnel. - Marketing/sales. - Purchasing. - Transport. - Production. - Legal etc.	Guides discussion on the different departments in an organization.	1. Participates in the discussion. 2. Visit an organization. 3. Report on their visits to different organizations.	1. Charts. 2. Pictures. 3. Chalkboard.	Students to: list any 5 departments in an organization.
2.	Departments in an organization (II) functions of various department.	Students should be able to: states the functions of each departments. - accounts/finance. - administration. - personnel etc.	Functions of various departments.	1. Guides discussion on the functions of various departments. 2. Mentions and leads of various department.	1. Participate in the discussion. 2. Notes teacher's explanations.	1. Chalkboard. 2. Textbooks.	Students to: states the two functions of each of the departments.
3.	Department in an organization (iii) heads of departments in an organization.	Students should be able to: 1. list the various heads of departments. 2. mention their various duties.	1. Heads of departments in an organizations. 2. Duties of the head of department.	Guides discussion on: -heads of department. - duties of the various head departments.	1. Participates in the discussion. 2. Notes teacher explanation.	Chalkboard.	Students to: 1. lists the heads of the department. 2. mention the duties of the head of the department.
4.	Office equipment (i). Meaning of office equipment.	students should be able to: identify various types of office equipment.	1. Meaning of office equipments. 2. Mentions types of office equipments.	1. Guides discussion on meaning of office equipment. 2. Mentions the various office the equipment.	1. Participate in discussion. 2. Identify the various types of office equipments.	1. Charts. 2. Chalkboard. 3. Projector. 4. Electronic or OH. With accessories.	Students to: 1. define office equipment. 2. mention various office equipments.

**OFFICE PRACTICE
SS I
SECOND TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Office equipment (2). Identification of office equipments/ types of office equipments.	students should be able to: 1. identify types of office equipment. 2. mentions the various types of office equipments.	1. Types of office equipments. - Manual type. - Writer. (i). Prefatory perforator (ii). Stapling machine etc.	1. Guides discussion on types of office equipments. 2. Guides students to identify office equipment.	1. Participate in the discussion. 2. Mention the office equipments.	1. Charts. 2. Chalkboard.	Students to: 1. mentions the types of office equipment. 2. identify various office equipment.
6.	Office equipment (3). uses of office machine and equipments.	students should be able to: states the uses of office machine/equipments.	Uses of various office equipment/machines.	1. Leads discussion on the uses of various types of office equipment. 2. Demonstrates the uses of some office equipments.	1. Participate in discussion. 2. Practice how to use some of the equipments.	1. Pictures. 2. Some office equipment e.g. Typewriter - Computer. - Over-lead projector. - Telephones. - Perforator. - Stapler etc.	Students to: 1. lists 5 office equipments. 2. states the uses of each. 3. differentiate between manual and electronic equipments.
7.	Office equipment (4). advantages of using office machines/equipment and it's disadvantages.	Students should be able to: 1. mention the advantages of office equipment. 2. explains briefly the advantages of using various office equipment and disadvantages.	Advantages of office equipment/machines and disadvantages.	Leads in discussions on the advantages of office equipments/machines and disadvantages.	Participates in the discussion. 2. Copy notes on the advantages of office equipment and disadvantages.	Chalkboard.	Students to: 1. states 5 advantages of office machines/equipments. 2. explains 2 disadvantages of office equipment.

**OFFICE PRACTICE
SS I
SECOND TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Office equipment (factors to be considered when choosing office equipment).	Students should be able to: mention the factors to be considered when choosing office machines and equipment.	Factors to be considered when choosing office equipment. - Purpose or use. - Cost. - Durability. - Availability of service spare parts. - Availability of technician. - Production rate etc.	Leads in discussion on the factors to be considered when choosing office machine or equipment.	1. Participate in the discussion. 2. Copy notes on the factors to be considered when choosing office machines.	Chalkboard.	Students to: states the factors to be considered when choosing office machines/equipments
9	Office equipment 6. (care and maintenance of office equipment).	Students should be able to: lists the care and maintenance of office equipment.	Care and maintenance of office equipment.	Shows how to care for the various types of office equipment.	Copy short note on how to care for the various office equipments.	1. Chalkboard. 2. Charts. 3. Projectors (electronic/OH with accessories).	Student to: states how to care for office equipment.
10	Office correspondence (I) types and uses of correspondence record	Students should be able to: mention the types and uses of correspondence.	Types and uses of correspondence records.	Leads in discussion on the type and uses of correspondence record.	1. Participate in the discussion. 2. Copy notes on the types and uses of correspondence records.	Chalkboard.	Students to: mention the books of correspondence and its uses.
11	REVISION						
12	EXAMINATION						

**OFFICE PRACTICE
SS I
THIRD TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Office correspondence (2) procedure for handling correspondence.	Students should be able to: mention the ways of handling office correspondence.	Procedure for handling office correspondence.	1. Shows examples of correspondence books. - Mail inwards book. - Mail outward book. - Postage book and dispatch book. 2. Handling inter office mail.	1. Participates in discussion. 2. Prepare outward mail book.	1. Charts. 2. Chalkboard.	Students to: 1. mention the books of correspondence. 2. explain the uses of correspondence.
2.	Office procedure (i). the receptionist.	Students should be able to: 1. describe the receptionist. 2. responsibilities of a receptionist.	1. Meaning of the receptionist. And reception. 2. Responsibilities of a receptionist.	1. Leads in discussion on (i). The reception. (ii). Office of the receptionist. 2. Responsibilities of a receptionist.	1. Participate in discussion. 2. Role-play “the receptionist.	1. Diagrams. 2. Specimen documents. 3. Dummy telephones.	Students to: 1. define a receptionist. 2. states 3 responsibilities of the receptionists.
3.	Office procedure (2). qualities of a good receptionist.	Students should be able to: 1. mention and explains the personal and job qualities of a receptionists.	Qualities of a receptionist: - personal qualities. - job qualities.	1. Leads in discussion. (i) Personal qualities of a receptionist 2. Job qualities of a receptionist.	1. Participates in discussion. 2. Copy note on personal and job qualities.	Chalkboard.	Students to: mention the personal qualities of a receptionist and it’s job qualities.
4.	Office procedure (3). Documents handle by a receptionist.	Students should be able to: lists the documents handled by a receptionist.	Documents handled by a receptionists. - Visitors books. - Request forms. - Telephone pad.	Guides students in handling and processing documents used by a receptionist.	1. Participates in discussion. 2. Fill request forms. 3. Telephone pad etc.	Diagrams specimen of request form, telephone pad etc.	Students to: 1. lists the procedure for handling documents. 2. visitor book, telephone pad, request forms.

**OFFICE PRACTICE
SS I
THIRD TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Office procedure (4). steps in answering telephone call.	Students should be able to: 1. know the procedure for answering telephone call. 2. record information in telephone pad.	1. Write procedure for answering telephone call. 2. Write information in the telephone pad.	1. Guides students in handling telephone call. 2. Demonstrates how to fill the telephone pad.	1. Participate in discussion. i. Fill the telephone pad. ii. Demonstrate how to answer call.	1. Telephone or G.S.M 2. Telephone pad. 3. Chalkboard.	Students to: 1. lists the procedure for answering telephone call. 2. fill the telephone pad.
6.	Office procedures (5). appropriate office dress-code.	Students should be able to: mention the appropriate office dress code.	1. Meaning of office dress code.. 2. Appropriate office dress code.	1. Guides students in the discussion. 2. Shows example of appropriate office dress code.	1. Participate in discussion. 2. Demonstrate the appropriate office dress code.	1. Chalkboard. 2. Shirt with tie, shoe.	Students to: mention the office dress code.
7.	Right-attitude to work, attribute of people with right attribute to work.	Students should be able to: 1. explains the meaning of attitude. 2. the concept of work. 3. right attitude to work. 4. lists the attributes of people with rights attitude to work.	1. Meaning of attitude concept of work. 2. Attributes of people with right attitude to work.	1. Leads in discussion on meaning attitude. - Concept of work, - Attributes of people with right attitude to work.	1. Participate in discussion. 2. Copy note on meaning of attitude. 3. Concept of work, attributes of people with right attitude to work.	1. Chalkboard. 2. Charts.	Student to: 1. list the attributes of people with right attitude to work. 2. explains the concept work.
8.	Rights attitude to work: (2). consequence of negative attitude to work. reward of positive work attitude.	Students should be able to: (1). mention the consequences of negative attitude to work. 2. lists the reward of positive work attitude.	1. The consequence of negative attitude to work. - Reward of positive work attitude.	1. Leads in discussion on (1). Consequences of negative attitude to work. - Reward of positive work attitude.	1. Participates in discussion. 2. Copy note on consequence of negative attitude to work and reward of positive work attitude.	1. Chalkboard. 2. Charts.	Students to: 1. lists the consequence of negative attitude to work. 2. reward of positive work attitude.

**OFFICE PRACTICE
SS I
THIRD TERM**

THEME 1: PRINCIPLES OF OFFICE ORGANIZATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Right attitude to work (3). punctuality and reward, irregularity and punishment.	Students should be able to: 1. explains the meaning punctuality and reward. 2. irregularity and punishment.	1. Meaning of punctuality. - Reward - Irregularity - Punishment.	1. Leads in discussion on Punctuality, Reward Irregularity and punishment. 2. Lists the common reward, irregularity and punishment.	1. Participates in discussion. 2. Copy notes on punctuality, reward, irregularity and punishment.	1. Charts 2. Chalkboard.	Students to: 1. lists the reward to right attitude to work. 2. explains the meaning of punctuality, irregularity.
10	Truthfulness and honesty in business.	Students should be able to: 1. explains the meaning of truthfulness of honesty in business. 2. enumerate reward for truthfulness honesty.	1. Meaning of truthfulness - Honesty in business. 2. Lists the reward for truthfulness - Honesty in business.	1. Leads students in the discussion on truthfulness - Honesty 2. Lists reward for truthfulness and honesty in business.	1. Participate in discussion. 2. Copy note on truthfulness, Honesty - Reward for truthfulness honesty.	1. Chalkboard. 2. Charts.	Students to: 1. explains the meaning of truthfulness - honesty. 2. lists the reward for truthfulness honesty.
11	REVISION						
12	EXAMINATION						

**INSURANCE
SS I
FIRST TERM**

THEME: INTRODUCTION TO INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALATION GUIDE
				TEACHER	STUDENTS		
1	Meaning of Insurance	Students should be able to: 1.define insurance. 2. differentiate between insurer and insured (policy holder). 3. state insurance as a policy of risk.	1. Definitions of insurance. 2. The insurer and insured (policy holder). 3. Insurance as a policy of risk.	Explains: 1. meaning of insurance. 2. parties involved contract. 3. insurances as a pooling of risk.	Participate by 1. Define the meaning of insurance. 2. Stating the parties insurance contract.	Chalkboard and textbook	Students to: 1. define insurance 2. differentiate between insurer and insured 3. state insurance As a policy of risk
2	Insurance Contract	Students should be able to: 1. define insurance contract. 2. list the features of insurance contract. 3. distinguished between insurance risk transfer and risk reductions' mechanism.	1. Meaning of insurance contract. 2. Elements of insurance. 3. Essential features of insurance contract.	Explains: 1. meaning of insurance. 2. essential features of insurance contract. 3. insurance risk transfer and risk reduction mechanism.	Participate by: 1. Define insurance contract. 2. Stating the essential features of insurance contract.	Chalkboard and textbook.	Students to: 1. define insurance contract. 2. mention any two essential features of insurance contract. 3. distinguished between insurance risk transfer and risk reduction mechanism.
3	Historical Development of insurance	Students should be able to: 1. explain the pre and post independence in Nigeria. 2. explain local legislations for insurance.	1. Pre-independence insurance market 2. Post independence insurance market 3. Local legislation insurance	Explains: 1. how insurance was introduced in Nigeria. 2. post independence insurance. 3. laws regulating insurance.	1. Participate in discussing the a decent of insurance in Nigeria. 2. Copy notes from the chalkboard.	Chalkboard, magazine, Journal of NAICOM.	Students to: 1. narrate the historical. development of insurance 2. mention three legislations on insurance.
5	Insurances Risks	Students should be able to: 1.explain the meaning of risk. 2. discuss the presence of risk in the society. 3. list the classification of risk.	1. Meaning of risk 2. Risk and the society. (a) Foundational (b) Speculative (c) Pure (d) particular (e) Dynamic (f) Static risks	Explain: 1. the concept of risk. 2. the presence of risk in the society. 3. define risk in each category.	1. Participate in role play in each of risk 2. Copy same examples of risk in each category	Chart sharing 1. Road accidents victims. 2. Fire outbreak in homes. 3. Any other hazard.	Students to: 1. explain the meaning the risk. 2. give examples of risk road/homes. 3. write down different classification of risks.

**INSURANCE
SS I
FIRST TERM**

THEME: INTRODUCTION TO INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Uninsurable risks	Students should be able to: 1. define insurable risks. 2. lists and explain of uninsurable risks.	1. Meaning of uninsurable risks 2. Types of uninsurable risk: -earthquake -war -bad publicity -natural causes	Explains: 1. uninsurable risks 2. gives examples of uninsurable.	Participate in discussion on risks and copy note from the chalkboard.	Chalkboard and textbook.	Students to 1. insurable risks 2. state and explain types of un insurable risks.
7.	Hazard (1)	Students should be able to: 1. explain the physical hazard. 2. discuss moral hazards etc.	1 Definition of physical hazard in property -such as life, motor and liability. 2. Moral hazard with examples: (a) landlessness (b) dishonesty	Explains: 1. physical hazard with examples 2. moral hazard with examples	Participate in describing hazard with physical and moral.	Use of school environment and infuse behavior to distinguish between physical and moral hazard	Students to: 1. hazard within their environment 2. give examples of moral hazard in human behaviour in a society
8	Hazard (2)	Students should be able to: 1. define peril hazard. 2. explain relationship between hazard and peril. 3. distinguish between risk and hazard.	Meaning of peril hazard Differences between risk and hazard.	Explains: 1. meaning of peril hazard. 2. relationship between peril and hazard. 3. difference between risk and hazard.	1. Participate in distinguishing between peril and hazard. 2. Copy note from the chalkboard.	Chart sharing 1. Road accidents victims. 2. Fire outbreak in homes. 3. Any other hazard	Students to: 1. define peril hazard. 2. explain the relationship hazard and peril with 2 examples each.

**INSURANCE
SS I
FIRST TERM**

THEME: INTRODUCTION TO INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALATION GUIDE
				TEACHER	STUDENTS		
9	Functions of Insurance	Students should be able to: list primary and secondary functions of insurance.	1. Primary functions spreading of risks. 2. secondary functions -Loss prevention -Secondary etc.	1, Guides discussion on function of insurance. 2. Lists examples both primary and secondary functions of insurance.	1, Participate in class discussions. 2.Copy examples of primary and secondary functions of insurance from chalkboard.	Tabular presentation of primary and secondary functions of insurance on Chalkboard	Students to: mention the difference between primary and secondary function of insurance
10	Benefits of insurance	Students should be able to: 1. explain the importance of insurance. 2. state the benefits accruing to individual, society and business organization.	1 Importance of insurance benefits. 2. Benefits accruing to individual, society and business organization.	1. Enumerates the benefits of insurance. 2. Explain how these benefit empower to individual, society and business organization.	1. Participate in class discussion. 2. Mentions family member who benefited from insurance.	Chalkboard, magazine and textbook.	Students to: 1. state the importance of insurance benefits. 2. give examples of benefit accruing to individual.
11	REVISION						
12	EXAMINATION						

**INSURANCE
SS I
SECOND TERM**

THEME: PRINCIPLES OF INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALATION GUIDE
				TEACHER	STUDENTS		
1	Insurable interest	Students should be able to: 1. explain the meaning of insurable interest. 2. state the legal requirements of insurable interest.	1. Meaning of insurable interest. 2. Legal requirement of insurable interest.	Explain: 1. Meaning of insurable interest. 2. Legal requirement of insurable interest.	1. Participate in class discussion. 2. Copy notes from chalkboard.	Textbooks, magazine and chalkboard	Students to: 1. define insurable interest. 2. enumerate the legal requirement of insurable interest.
2	Insurable interest (2)	Students should be able to: 1. explain how insurable interest arises in. 2. a person (b) other person (c) Liability and (d) property ii. State the essentials of insurable interest.	1. Insurable interest. In various classes. 2. Essentials of insurable interest.	Explains: 1. Ways insurable interest arises in person, other person, liability and property. 2. Essentials of insurable interest.	Participate by: Listening attentively and contribute.	Textbooks and chalkboard	Students to: 1. give examples of insurable interest in property or life. 2. mention the essentials insurable interest.
3	Utmost Good Faith (1)	Students should be able to: 1. explain meaning of utmost good faith. 2. list the principle of utmost good faith. 3. State the insured and insurer duty of disclosure.	1. Meaning of utmost good faith. 2. Principle of utmost good faith. 3. Insured and insurer's duty to disclosure.	1. Explains the meaning of utmost good faith. 2. Discusses the principle of utmost good faith. 3. Explains the insured and insurer's responsibility.	1. Participate in actively in class discussion. 2. Copy notes from the chalkboard.	Chalkboard, magazine, textbook and pictures charts	Students to: 1. define utmost good faith. 2. state the principle of utmost good faith Itemized some points required by insured and insurer duty of disclosure.

**INSURANCE
SS I
SECOND TERM**

THEME: PRINCIPLES OF INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALATION GUIDE
				TEACHER	STUDENTS		
4	Utmost Good Faith (2)	Students should be able to: 1. explain breaches of utmost good faith. 2. list causes of a breach List the effects of breach.	1. Breaches of utmost good faith. 2. Causes of a breach. 3. Effects of breach.	1. Explains the meaning of breach of utmost good faith. 2. Outlines what can cause breach. 3. States effects of breach.	1. Participate in class discussion. 2. Copy notes from chalkboard.	Chalkboard, textbooks, magazine pictures, charts	Students to: 1. give the meaning of breach 2. Enumerate the causes of breach 3. List some penalties for breach of duty disclosure
5	Proximate Causes	Students should be able to: 1. define proximate causes 2. explain the effects of proximate causes on claims	1. Meaning of proximate causes 2. Determination of proximate causes of events. 3. Application of simple claims	Explains 1. proximate causes 2. Gives illustrations of causes on insured, uninsured and excluded perils 3. Explains how simple claims can be made.	1. Participate actively in the discussion 2. Copy notes from chalkboard	Textbooks and chalkboard	Students to: 1. give examples of insurable interest in property or life 2. mention the essentials of insurable interest
6	Indemnity	Students should be able to: 1. define the concept of indemnity 2. state the methods of providing indemnity to insurance contract 3. discuss the limitations of indemnity	1. Definition of indemnity 2. Methods of providing indemnity to insurance contract 3. Limitations of indemnity	Explains: 1. Meaning of indemnity 2. Options / methods in settlement of indemnity Limitation of indemnity	1. Participate in class discussion 2. Listen attentively and copy notes from the chalkboard	Chalkboard, textbook charts	Students to: 1. define indemnity 2. explain the method of providing indemnity 3. state the limitations of indemnity

**INSURANCE
SS I
SECOND TERM**

THEME: PRINCIPLES OF INSURANCE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALATION GUIDE
				TEACHER	STUDENTS		
7	Subrogation (1)	Students should be able to: 1. explain the principal of subrogation. 2. state source of subrogation.	1. Meaning of subrogation 2. Source of subrogation	Explains: the principal of subrogation.	1. Participate in discussion. 2. Observe the teacher teach.	Chalkboard, textbook	Students to: 1. define subrogation. 2. explain the students of subrogation.
8	Subrogation (2)	Students should be able to: 1. state how subrogation rights arise. 2. explain how waiver subrogation may arise		2. Outlines what can causes breach 3. States effects of breach	3. Copy notes from chalkboard	Chalkboard, textbooks, magazine pictures charts	Students to: 3. enumerate the causes of breach. 4. list some penalties for breach of duty disclosure.
9	Contribution	Students should be able to: 1. define the meaning of contribution. 2. list the application of contribution.	1 Definition of contribution. 2. How contribution may arise. 3. Application of contribution.	Explain: 1. principal of contribution. 2. how contribution may arise. 3. give example apply contribution in a contract.	Participate in the class discussion.	Chalkboard, Textbooks, charts,	Students to: 1. explain the meaning contributions. 2. mentions four ways required to contribution to arise 3. state the application of contribution
10	Abandonment	Students should be able to: 1. define abandonment. 2. state reasons for abandonment.	1. Meaning of abandonment. 2. Reasons for abandonment.	Explains: 1. meaning of abandonment. 2. reasons for abandonment.	1. Participate by listening attentively 2. copy notes from the chalkboard.	Chalkboard, textbooks	Students to: 1. define abandonment. 2. state three reasons for abandonment.
11	REVISION						
12	EXAMINATION						

**INSURANCE
SS I
THIRD TERM**

THEME: INSURANCE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Proposal Forms	Students should be able to: 1. explain the meaning of proposal form 2. state the features of proposal form. 3. list the functions and uses of proposal form. give examples of contract where proposal form are used.	1. Meaning of proposal form. 2. Features of proposal form. 3. Functions' of proposal form. 4. Contracts where proposal form are used.	Explains: 1. meaning of proposal form. 2. features of proposal form. 3. functions' of proposal form. 4. contracts where proposal form are used.	1. Listen attentively. 2. Participate in the class work. 3. Copy note from the chalkboard.	Chalkboard, specimen, document and textbooks.	Students to: 1. explain the meaning of proposal form. 2. itemize the features of proposal form. 3. state the functions and uses of proposal form.
2	Cover Notes	Students should be able to: 1. define \ cover notes. 2. itemize the features of cover notes. 3. state the functions and uses of cover notes. 4. give examples of contracts where cover notes are used.	1 Meaning of Cover Notes 2. Characteristics of Cover Notes 3. Functions of Cover Notes 4. Contracts where Cover Notes are used/	1. Defines Cover Notes. 2. Lists the characteristics of Cover Notes. 3. States the functions and uses of Cover Notes. 4. Gives examples of contract where Cover Notes are used.	Participate by listening to the teacher discussion on the meaning of Cover Notes, features, functions and uses.	Chalkboard, specimens, document and Textbooks	Students to: 1. explain to meaning of cover notes. 2. state the features of cover notes. 3. list the functions and uses of cover notes.
3	Certificate of Insurance	Students should be able to: 1. explain the meaning of certificate of insurance 2. explain why assurance certificate are issued. 3. online the insurance contract where certificate are issued,.	1. Definitions of Certificate of Insurance. 2. Reasons for Certificate of Insurance 3. Certificate of Insurance in: -motor -marine -employer's liability.	Explains: 1. the meaning of and need for certificate of insurance. 2. contracts diere certificate are issued if compulsory.	1. Participate in the class discussion. 2. Copy notes from the chalkboard.	Chalkboard, and specimen document.	Students to: 1. define certificate of insurance. 2. outline the contract where certificate are issued.

**INSURANCE
SS I
THIRD TERM**

THEME: INSURANCE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Policy Documents	Students should be able to: 1. explain what is policy documents. 2. state the component parts of a policy documents.	1. Definition of policy documents. 2. Component parts of a policy documents. 3. Contractions a policy.	Explains: 1. contents of the policy documents. 2. components parts a policy documents. 3. the contraction of policy document.	1. Participate in the discussion. 2. Mention the different component parts of the policy documents.	Chalkboard and specimen document.	Students to 1. give detail explanation of policy documents. 2. state the component parts of policy documents.
5	Reinsurance	Students should be ale to: 1. define reinsurance. 2. state the forms of reinsurance. 3. list the functions of reinsurance. 4. itemize the useful application of reinsurance.	1. Meaning of Reinsurance 2. Forms and functions of reinsurance 3. Applications of Reinsurance	Explains: 1. meaning of reinsurance. 2. forms of reinsurance 3. functions of reinsurance. 4. applications of reinsurance.	1. Participate in the discussion 2. Copy notes from the chalkboard 3. Proffer answer while teacher demonstrates in the class	Chalkboard. Textbook and specimen documents	Students to: 1. explain the - meaning of reinsurance - give two types of reinsurance 2. e numerate the functions of Reinsurance
6.	Insurance Renewals(1)	Students should be to: 1. explain renewals notice. 2. explain consideration at renewal. 3. state the process of renewals of insurance contracts.	1. Meaning of Rewards notice. 2. Consideration of Renewal.	Explains 1. contract renewal. 2. consideration 3. procedure of renewal.	1. Participate in class discussion. 2. Write down notes from the chalkboard.	Chalkboard and specimen documents.	Students to: 1. define renewal notice. 2. explain consideration of renewal. 3. state procedure of renewal.
7,	Insurance Renewals (2)	Students should be to: 1. explain legal status of renewal notice. 2. state the need for renewal notice and legal status. 3. differentiate between the use of ncd and lta.	1. Legal status of renewal notice. 2. Need for renewal notice and legal status. 3. Use of NCP Long-Term agreement (LTA).	Explains: 1. legal status of renewal notice. 2. need for renewal notice. 3. use of NCD and LTA	1. Participate in class discussion. 2. Write down notes the chalkboard.	Chalkboard textbook and specimen.	Students to: 1. explain legal status of renewal notice. 2. write on the need for renewal notice and legal status. 3. differentiate the use of NCD and LTA to ensure renewal.

**INSURANCE
S.S. I
THIRD TERM**

THEME: INSURANCE PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Insurance Claims	Students should be able to 1. explain briefly meaning of claim notification documents. 2. analyze the duties of the insured and insurer in processing claims. 3. explain the functions of loss assessors.	1. Meaning of claim notification/documentation. 2. Duties of the insured and insurer in claims. 3. Duties of loss assessors and adjusters.	1. Explains meaning of claims. notification and documentation 2. States the duties of the insured and the insurer. 3. Enumerates the duties of the loss adjusters and assessors.	1. Participate by listening attentively and contributing to the discussion. 2. Write the notes given by the teacher from the chalkboard.	Chalkboard, Textbook and specimen document	Students to: 1. state the procedure of claims notification and documentation. 2. state the duties of insured and insurer. 3. mention the functions of adjuster and assessors.
9.	Insurance Premium (1)	Students should be able to 1. define premium 2. explain premium life and non-life. 3. list the factors to be considered when loading insurance premium.	1. Meaning of premium 2. Premium in life and non-life. 3. Premium loading.	Explains: 1. meaning of premium. 2. premium in life and non-life. 3. how premium are loaded.	1. Participate in class discussion. 2. Copy notes from the chalkboard.	Chalkboard, Textbook specimen of insurance receipts.	Students to: 1. define premium 2. explain premium in life and non-life 3. state factors that are considered before loading premium
10	Insurance Premium (2)	Students should be able to: 1. explain total and partial return of premium 2. state reasons for total return of premium 3. give reasons for partial returns of premium	1. Total returns of premium 2. Partial returns premium 3. Reasons for returns of premium	Explains: 1. Total and partial return of premium 2. Reasons for total and partial returns of premium	1. Participate in the discussion 2. Copy notes from the chalkboard	Chalkboard, Textbook, specimen of insurance receipts.	Students to: 1. mention how premium can be returned 2. state reasons for partial and total returned
11	REVISION						
12	EXAMINATION						

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
FIRST TERM

THEME: SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	General safety rules and regulations in auto body repair workshop	Students should be able to: 1. define workshop safety. 2. state general safety rules and regulations in auto body repair workshop. 3. state the importance of safety. 4. list some safety equipments.	1. Workshop safety 2. Meaning of safety rules and regulation 3. General safety rules regulations in auto body repair workshop. 4. Importance of safety. 5. Safety equipment in auto body repair workshop.	Guides students to: 1. defines workshop safety. 2. states the meaning of safety rules and regulations. 3. states general safety rules and regulations in an auto body repair workshop. 4. lists some safety equipments.	Participate on: 1. defining workshop safety 2. stating the meaning of safety rules and regulations. 3. stating general rules and regulations in all to body repair workshop. 4. listing safety equipment in auto body repair workshop.	1. Auto body repair workshop 2. Charts 3. Fire extinguisher. 4. Water brocket 5. Sand brocket etc.	Students to: 1. define workshop safety. 2. state meaning of safety rules and regulations. 3. state five general safety rules and regulations in auto body repair workshop. 4. list three safety equipments in auto body repair workshops.
2	Safety rules and regulations concerning tools, machines, and equipment in auto body repair workshop	Students should be able to: state safety rules and regulations concerning tools, machines and equipment in auto body repair workshop.	1. Safety rules and regulations concerning tools in auto body repair workshop. 2. Safety rules concerning machines in auto body repair workshop. 3. Safety rules concerning equipment in auto body repair workshop.	Leads students to: 1. states safety rules and regulation concerning tools in auto body repair workshop. 2. states safety rules and regulations concerning machines in auto body repair workshop. 3. safeties rules concerning equipment in auto body repair workshop.	Participate in stating safety rules and regulations concerning: 1. Tools 2. Machines 3. Equipments in auto body repair workshop.	Tools, machines, equipment charts workshop safety code.	Students to: 1. four safety rules and regulations concerning tools in auto body repair workshop. 2. four safety rules and regulations concerning machines in auto body repairs workshop. 3. three safety rules and regulations concerning equipment in auto body repair workshop.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
FIRST TERM

THEME: SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Safety rules and regulation concerning human beings in auto body repair workshop	Students should be able to: 1. state safety rules and regulations concerning mode of dressing in auto body repair workshop 2. list safety equipment to protect human -body -legs -hands -eyes -ears 3. state care taken when lifting loads in auto body repair workshop.	1. Safety rules and regulations concerning human: -dressing -movement -load carrying	1. Leads students in the discussion of human: -mode of dressing in the area of: -body -legs -hands -eyes -nose -ears 2. Guides students to list safety equipment for human: -body -legs -hands -eyes -nose -ears 3. Guides students in discussion of safety rules and regulations concerning human beings when lifting load.	1. Participate in the discussion of human mode of dressing in the area of: -body -legs -hands -eyes -nose -ears 2. Write out the safety equipment for protecting. -body -legs -hands -eyes -nose -ears 3. State safety precaution concerning human beings when lifting loads.	Overall, safety shoes, safety joggles, hand gloves, nose mask etc.	Students to: 1. state one safety rule concerning human being mode of dressing the: -body -legs -hands -eyes -nose -ears 2. list one safety equipment to protect: -body -legs -hands -eyes -nose -ears 3. state two safety precautions to be observed by human being when lifting loads.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
FIRST TERM

THEME: SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: WORKSHOP ACCIDENT							
4	Sources of accident: tools, machines, and equipment	Students should be able to: 1. define accident in as relates to auto body repair workshop. 2. identify sources of accident in auto body repair workshop in the area of tools machines and equipments.	1. Definition of accident as regards auto body repair workshop. 2. Sources of accident from tools 3. Sources of accident from machines 4. Sources of accident from equipments.	Guides students to: 1. defines accident as regards auto body repair workshop. 2. identifies sources of accident from use: -tools -machines -equipments	1. Participate in defining accident as regards auto body repair workshop. 2. Take part in identifying sources of accident from tools, machines and equipments.	Tools machines, and equipment.	Students to: 1. define accident as regards auto body repair workshop. 2. identify two sources of accident from use of -tools -machines -equipments
5	Sources of accidents: users of auto body repair workshop	Students should be able to: identify source of accident from users of auto body repair workshop.	1. Sources of accident: -human factors -ignorance -wrong selection of tools and equipment for a given job. -lack of observation of safety rules. -wrong selection of materials.	Guides students to: identify sources of accident from the users of auto body repair workshop.	Participate in identifying the source of accident from the users of auto body repair workshop.	Users of auto body repair workshop.	Students to: identify four sources of accident from the users of auto body repair workshop.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
FIRST TERM

THEME: SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Sources of accident. Environmental factor	Students should be able to: identify sources of accident in the auto body repair workshop environment.	1. Sources of accident environmental factors. -slippery floor -untidy environment -insufficient ventilation.	Leads students to identify sources of accident in auto body repair workshop environment.	Participate in identification of sources of accident in auto body repair workshop environment.	Auto body repair workshop floor and its environment.	Students to: identify three sources of accident from auto body repair workshop environment.
7	Prevention of accident from use of tools machines and equipment	Students should be able to: 1. state measures for preventing accident from use of tools, machines and equipment in auto body repair workshop. 2. observe faulty tools, machine and equipment and report.	1. Measure to prevent accident in auto body repair workshop on use of tools, machines and equipments. 2. Observation of safety precautions 3. Careful selection of tool, machines and equipments. 4. Correct applications of tools, machines and equipments.	Guides students to: 1. states measures for preventing accidents on use of tools machines and equipments in auto body repair workshop. 2. observes faulty tools machines and equipments.	1. Participate in stating the measures for preventing accident in the auto body repair workshop. 2. Make observation of faulty tools, machines and equipments.	Tools, machines equipment, warning notices workshop manual etc.	Students to: 1. state three measures of preventing accident from the use of: -tools -machines -equipment 2. observe tools machines and equipment for faults.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
FIRST TERM

THEME: SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Prevention of accident by users of auto body repair workshop	Students should be able to: 1. state different ways users of auto body repair workshop could prevent accidents. 2. report any accident in the workshop. 3. apply first aid treatment to accident victims.	1. Ways to prevent accident in auto body workshops. - Observation of safety rules and regulations -Clear understanding of tasks. -Careful selection of tools and equipment as well as machines. -Correct application of tools, machines and equipment. -Correct storage of materials tools and equipment -Good conduct of workshop users 2. Reporting accidents 3. Application of first aid.	1. Guides students in the discussion of ways to prevent accident by users of auto body repair workshop. 2. Encourages the students to report any accident in the workshop. 3. Describes how to apply first aid treatment to accident victims.	1. Participate in the discussion of ways to prevent accident by the users of auto body repair workshop. 2. Give reasons for reporting any accident in the workshop. 3. Participate in describing how first and treatment is applied to accident victims.	1. Charts, posters and pictures, first aid box.	Students to: 1. state four different ways the users of auto body repair workshop could prevent accident. 2. give two reasons why any accident should be reported. 3. describe how to apply first aid treatment to somebody that has a cut on his finger.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
FIRST TERM

THEME: SAFETY RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Keeping records of accident	Students should be able to: state reasons for keeping records of accident in auto body repair workshop.	1. Purpose of keeping accident records. -Time of accident -Cause of accident -Victim of accident -Extent of damage to tools, machine, equipment or injury to human being. -Suggestion of safety device to prevent subsequent accident.	Guides students to: States reasons for keeping records of accident in auto body repair workshop.	Participate in stating reasons for keeping records of accident in the auto body repair workshop.	Chalk board.	Students to: state five reasons why records of accident in the auto body repair workshop are kept.

THEME: TOOLS FOR AUTO BODY REPAIR

10	Identification of tools for auto body repair and their uses	Students should be able to: 1. identify different tools for auto body repair. 2. state the uses of each tool identified.	1. Types of tool for auto body repair and their uses. -Measuring tools: -cutting tools -driving tools -holding and supporting tools etc.	Guides students to: identify various: -measuring tools -cutting tools -driving tools -holding and supporting tools etc.	Identify various: -measuring tools -cutting tools -driving tools -holding and supporting tools.	Various types of tools.	Students to: 1. identify three measuring tools and state their uses. 2. identify three cutting tools and state their uses. 3. identify three driving tools and state their uses. 4. identify three holding and supporting tools and state their uses.
11	REVISION						
12	EXAMINATION						

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
SECOND TERM

THEME: TOOLS, MACHINES AND EQUIPMENT FOR AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Identification of tools for auto body repair and their uses	Students should be able to: identify various machines for auto body repair and state their uses.	1. Identification of various types of machine for auto body repair. 2. Uses of various types of machine for auto body repair.	1. Guides students to identify various types of machine for auto body repair. 2. Guides students to state the uses of each machines identified.	1. Participate in the identification of various types of machine for auto body repair. 2. Take part in stating the uses of machines identified.	1. Various types of machine for auto body repair - Power jack -Trolley jack -Chilling machine, compressor etc.	Students to: 1. identify five different machines used for auto body repair. 2. state the uses of the five machines identified.
2	Identification of equipment for auto body repair	Students should be able to: 1. identify equipment for auto body repair. 2. state the uses of the equipment identified.	Identification of various equipments for auto body repair and their uses.	Guides students to: 1. identifies various equipments for auto body repair. 2. states the uses of equipments identified.	1. Participate in the identification of various equipments for auto body repair. 2. State the uses of equipments identified.	1. Auto body repair equipments e.g. body alignment device, spray gum, oxy-acetylene welding equipment etc.	Students to: 1. identify four equipments for auto body repair. 2. state the uses of the five equipments identified.
3	Tools maintenance	Students should be able to: 1. define maintenance. 2. describe routine, predictive and corrective maintenance. 3. interpret maintenance manual. 4. carry out routine maintenance on given tools for auto body repair.	1. Definition of maintenance. 2. Types of maintenance and their explanations. 3. Interpretation of maintenance manual. 4. Routine maintenance of tools for auto body repair.	Guides students to: 1. defines maintenance. 2. states types of maintenance and explain each types of maintenance 3. explains what maintenance manual is also guides students to interpret maintenance manual.	1. Participate in defining maintenance. 2. Take part in stating types of maintenance and their explanations. 3. Interpret maintenance manual 4. Carry out routine maintenance on given tools.	Charts, tools, maintenance manual etc.	Students to: 1. define maintenance. 2. name three types of maintenance and define them. 3. carry out routine maintenance on given tools.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
SECOND TERM

THEME: TOOLS, MACHINES AND EQUIPMENT FOR AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Machine maintenance	Students should be able to: 1. importance of machine maintenance in auto body repair workshop. 2. classify maintenance 3. carry out routine maintenance on given machines.	1. Importance of machine maintenance. 2. Classification of maintenance 3. Routine maintenance of machines for auto body repair.	Guides students to: 1. states the importance of machine maintenance 2. classifies maintenance 3. carries out routine maintenance on machines for auto body repairs.	1. State the importance of machine maintenance. 2. Classify maintenance. 3. Carry out routine maintenance on machines.	Various types of machine for auto body repair.	Students to: 1. state importance of machines maintenance. 2. classify maintenance. 3. carry out routine maintenance on given machines.
5	Equipment maintenance	Students should be able to: carry out routine maintenance on given equipment used for auto body repair.	Routine maintenance of equipment for auto body repair.	Guides students to carry out routine maintenance on equipment for auto body repair.	Carry out routine maintenance on equipment for auto body repair.	Auto body repair equipment e.g. body jack, spray, gun, oxy-acetylene welding equipment etc.	Students to: carry out routine maintenance on given equipment for auto body repair.
THEME: AUTO BODY REPAIR MATERIALS							
6	Auto body work materials	Students should be able to: identify various types of material used in auto body repair.	1. Auto body work materials: -body filler -car body -sealers -abrasive -putty -fibre glass filler -body solder etc.	Guides students to: identify various materials used for auto body repair.	Identify various materials used for auto body repair.	Car body, body filler, sealers abrasive putty plastic filler, body solder, fibre glass filler. Etc.	Students to: identify the following: -body filler -sealers -abrasive -putty -plastic filler -body solder -sand paper -sealing tape.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
SECOND TERM

THEME: TOOLS, MACHINES AND EQUIPMENT FOR AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Uses of auto body repair materials	Students should be able to: state the uses of various auto body repair materials.	Auto body repair materials and their uses.	1. Guides students to list auto body repair materials. 2. Guides students to state the uses of each auto body repair material.	1. List various auto body repair materials. 2. State the uses of the auto body materials listed.	Auto body repair materials: -body filler -sand paper -sealers -putty -sealing tape -paint etc.	Students to: state the uses of five named auto body materials.
THEME: AUTO BODY REPAIR							
8	Preparations of an auto body before painting	Students should be able to: list the steps to be following when preparing an auto body before painting.	1. Preparation of an auto body before painting steps of operation -Identification of area of the auto body to be prepared: -straightening of the panel -body filling -send preparing -sealing.	Guides students to: 1. identifies the area of the body to be prepared for painting 2. straightens the panel 3. applies body repair materials the body filler. 4. sands paper the area worked upon. 5. carries out sealing.	1. Participate on in identification of area to be prepared for painting. 2. Take part in straightening the panel. 3. Apply body repair materials. 4. Carry out sand papering. 5. Carry out sealing of the area not to be painted.	Auto body hammer, body filler, abrasive sealer.	Students to: 1. identify the area of the auto body to be prepared for painting. 2. list out the steps for to be taken in preparing the auto body for painting.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
SECOND TERM

THEME: TOOLS, MACHINES AND EQUIPMENT FOR AUTO BODY REPAIR

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: TYPES OF METAL							
9	Types of metal ferrous metals	Students should be able to: 1. classify metals into two classes. 2. differentiate between ferrous metals and non ferrous metals. 3. list out ferrous metals and state their uses 4. list four properties of metals.	1. Types of metal. -Ferrous metals -Non ferrous metals 2. Difference between ferrous metals and non ferrous metals. 3. List of ferrous metals and their uses in auto body. 4. Properties of metals.	Guides students to: 1. Classifies metals 2. Differentiates between ferrous metals and non ferrous metals. 3. Lists some ferrous metals and state their use in auto body. 4. Lists properties of metals.	1. Classify metals 2. Differentiate between ferrous metals and non-ferrous metals. 3. List ferrous metals and state their uses in auto body. 4. List properties of metals.	Mild steel, stainless steel, cast	Students to: 1. name two classes of metals. 2. differentiate ferrous metals from non ferrous metals. 3. list two ferrous metals and state their uses on auto body. 4. list four properties of metals.
10	Types of metal: Non ferrous metals	Students should be able to: 1. define non-ferrous metals 2. list non-ferrous metals and state their uses in auto body.	1. Non ferrous metals. 2. Definition of non-ferrous metals. 3. List of various non-ferrous metals and their uses in auto body.	Guides students to: 1. define non-ferrous. 2. list various non-ferrous metals and their uses in auto body.	1. Participate in defining non-ferrous metals. 2. Take part in listing various non-ferrous metals.	Aluminum, copper, brass.	Students to: 1. define non-ferrous metals. 2. list three non-ferrous metals and state their uses in auto body.
11	REVISION						
12	EXAMINATION						

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
THIRD TERM

THEME: HEAT TREATMENT OF METALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Properties of metals	Students should be able to: state five properties of metals and explain them.	-Malleability -Ductility -Fusibility -Weld ability -Tenacity -Lustre -Conductivity -Cast ability.	Discusses the properties of metals with the students.	Participate in the discussion of the properties of metals.	Chalkboard	Students to: 1. list five properties of metals. 2. explain the five properties of metals listed.
2	Heat treatment of metals	Students should be able to: 1. define heat treatment of metals 2. list types of heat treatment of metals and explain them. 3. state the importance of heat treatment on metals.	1. Definition of heat treatment of metals 2. Types of heat treatment of metals and explanation. 3. Importance of heat treatment on metals.	Guides students to: 1. defines heat treatment of metals. 2. lists types of heat treatment of metals. 3. explains each types of heat treatment of metals.	1. Participate in defining heat treatment of metals. 2. List types of heat treatment of metals. 3. State the importance of heat treatment on metals.	1. Chalkboard 2. Charts.	Students to: 1. define heat treatment of metals. 2. list four types of heat treatment of metals and explain them. 3. state the importance of heat treatment on metals.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
THIRD TERM

THEME: HEAT TREATMENT OF METALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Hardening and case hardening of metals	Students should be able to: 1. define hardening and case hardening of metals. 2. state the process involved in hardening of metals. 3. state the process involved in carrying out case hardening of metals.	1. Definition of hardening of metals 2. Definition of case hardening of metals. 3. Process involved in carrying out hardening of metals. 4. Process involved in carrying out case hardening of metals.	Guides students to: 1. defines hardening of metals and case hardening of metals. 2. carries out hardening of carbon steel. 3. demonstrates to the students how to carry out case hardening of carbon steel.	1. Participate in the definition of hardening of metals and case hardening of metals. 2. Write out the processes involved in carrying out hardening of carbon steel. 3. Write out the process involved in carrying out case hardening of carbon steel.	Carbon steel oxy-acetylene welding equipment for heating metal cold water and brine.	Students to: 1. define hardening of metals and case hardening of metals. 2. list the processes involved in hardening of metals. 3. list the processes involved in case hardening of metals.
4	Annealing and tempering	Students should be able to: 1. define annealing 2. define tempering 3. state the process involved in carrying out annealing of metals. 4. list the processes involved in carrying out tempering of metal.	1. Definition of annealing and tempering of metals. 2. Processes involved in carrying out annealing of metals. 3. Processes involved in carrying out tempering of metals.	1. Guides students to define annealing of metals and tempering of metals. 2. Guides students to follow the processes involved in carrying out annealing of metals practically. 3. Guides students to carry out tempering of carbon steel following due processes.	1. Participate in the definition of annealing of metals. 2. Define tempering of metals 3. Carry out annealing of a piece of carbon steel. 4. Carry out tempering of a piece of carbon steel.	Chalkboard, sources of heat, e.g. oxy-acetylene welding equipments, pieces of carbon steel, hammer, oil and file.	Students to: 1. define annealing of metals and tempering of metals. 2. list out the processes involved in carrying out annealing of a piece of carbon steel. 3. write out the process involved in carrying out tempering of a piece of carbon steel.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
THIRD TERM

THEME: HEAT TREATMENT OF METALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: AUTO BODY REPAIR							
5	Types of auto body repair work (minor)	Students should be able to: 1. list the components of auto body. 2. describe what a minor auto body repair is all about. 3. give examples of minor auto body repair. 4. carry out minor auto body repair.	1. Types of auto body repair. 2. Components of auto body. 3. Explanation of minor auto body repair. 4. Examples of minor auto body repair.	1. Guides students to: list types of auto body repair. 2. Defines minor auto body repair. 3. Lists components of auto body. 4. Gives examples of minor auto body repair and demonstrates how to carry out each minor auto body repair mentioned.	1. List types of auto body repair 2. Define minor auto body repair. 3. Part take in listing the components of auto body. 4. Write out some minor auto body repair. 5. Carry out minor auto body repair.	Chalkboard, auto body hammer etc.	Students to: 1. list two types of auto body repair. 2 define minor auto body repair. 3. list four components of auto body. 4. give two examples of minor auto body repair. 5. describe how to repair rust on a car body.
6	Types of auto body repair work (major)	Students should be able to: 1. define a major auto body repair. 2. give examples of major auto body repair. 3. carry out major auto body repair.	1. Definition of major auto body repair. 2. List some examples of auto body repair. 3. Carrying out a named major auto body repair.	1. Guides students to define major auto body repair. 2. Gives examples of major auto body repair. 3. Assists students to carry out a named major auto body repair.	1. Part takes in defining major auto body repair. 2. Mention some major auto body repair 3. Participate in carrying out a named major auto body repair.	1. Auto body charts. 2. Auto body repair tools and equipments.	Students to: 1. define major auto body repair 2. list some examples of major auto body repairs 3. describe the procedure for carrying out a named major auto body repair.

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
THIRD TERM

THEME: HEAT TREATMENT OF METALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Determining the extent of damage on auto body	Students should be able to: determine the extent of damage on auto body.	1. Identifying types of body defects. 2. Criteria for determination of extent of damage on auto body.	1. Guides students to identify various auto body defects. 2. States criteria for determination of extent of damage on auto body. 3. Guides students to determine the extent of damage on a given auto body.	1. Participate in the identification of various auto body defects. 2. State criteria for determination of extent of damage on auto body. 3. Participate in determining the extent of damage on given auto body.	1. Auto body charts. 2. Chalkboard	Students to: determine the extent of damage on a given auto body.

THEME: OXY-ACETYLENE WELDING EQUIPMENT

8	Identification of oxy-acetylene welding equipment	Students should be able to: Identify 1. oxygen cylinder, acetylene cylinder 2. oxygen and acetylene cylinder, pressure gauges 3. gas hose 4. welding nozzles.	Identifying the oxygen cylinder, acetylene cylinder, gas hose, welding nozzle, pressure gauges.	Guides students to identify oxy-acetylene welding equipment.	Participate in identification of oxy-acetylene welding equipment.	Oxy-acetylene welding equipment.	Students to: Identify 1. oxygen cylinder, acetylene cylinder 2. oxygen and acetylene cylinder, pressure gauges 3. gas hose 4. welding nozzles.
---	---	--	---	--	---	----------------------------------	---

AUTO BODY REPAIR AND SPRAY PAINTING
SS I
THIRD TERM

THEME: HEAT TREATMENT OF METALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Components of oxy-acetylene welding equipment and their uses	Students should be able to: 1. list components of oxy-acetylene welding equipments. 2. state the uses of each component of oxy-acetylene welding equipments. 3. name three types of welding flame and their application.	1. Components of oxy-acetylene welding equipment. -Oxygen cylinder -Acetylene cylinder -Pressure gauges -Gas hose -Welding nozzle 2. Uses of each component of oxy-acetylene welding equipment. 3. Types of welding flame and their applications.	1. Guides the students to list components of oxy-acetylene welding equipment. 2. States the uses of each component of oxy-acetylene welding equipment. 3. States types of welding flame and their application.	1. Participate in listing the components of oxy-acetylene welding equipment. 2. Part take in the discussion of the uses of each component of oxy-acetylene welding equipment. 3. Write out the types of welding flame and their application.	Oxy-acetylene welding equipment.	Students to: 1. list the components of oxy-acetylene welding equipment. 2. state one use of the following oxy-acetylene welding equipment: -oxygen cylinder -acetylene cylinder -pressure gauge -gas hose -welding nozzle. 3. list three types of welding flame and state their application.
10	Maintenance of oxy-acetylene welding equipment	Students should be able to: 1. state some safety precautions to be observed when using oxyacetylene welding equipments. 2. carry out maintenance on oxyacetylene welding equipments.	1. Safety precautions when using oxyacetylene welding equipments. 2. Carry out routine maintenance on oxyacetylene welding equipments.	1. Guides students to list safety precautions concerning the use of oxyacetylene welding equipments. 2. Assists the students to carryout routine maintenance on oxyacetylene welding equipments.	1. Participate in listing safety precautions concerning the use of oxyacetylene welding equipments. 2. Participate in carrying out routine maintenance on oxyacetylene welding equipments.	Oxyacetylene welding equipments	Students to: 1. list four safety precautions to be observed when using oxyacetylene welding equipments 2. carry out routine maintenance on oxyacetylene welding equipments.
11	REVISION						
12	EXAMINATION						

AUTO MECHANICAL WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME WORKSHOP SAFETY, RULES AND REGULATIONS							
1	Safety	1. observe workshop rules and regulations. 2. list workshop rules and regulations. 3. list workshop firefighting equipment and materials. 4. carry out safety measures before embarking on certain works in motor vehicle/repair work: i. jacking up of vehicle. ii. before carrying out electrical work on vehicle.	1. Meaning and rules/regulation of workshop safety. 2. Safety devices: i. fire extinguishers ii. sand buckets iii. gloves.	1. Introduces students to the workshop. 2. Explains safety rules and regulations.	1. Participate actively in class discussion. 2. Practice the use of firefighting equipment.	1. Charts 2. Posters 3. Safety devices 4. Fire extinguishers 5. Sand buckets	Students to: 1. state four workshop safety rules and regulations. 2. what are the necessary precautionary measures to be taken before jacking up a vehicle?

AUTO MECHANICAL WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Sources of hazards and how to prevent them.	Students should be able to: 1. observe some of the sources of hazards. 2. state three handling and using hand tools, portable power tools and machines. 3. state four stepping on or striking obstructions left on floor or benches. 4. state four lifting, moving and storing materials. 5. state three ways of using inflammable or corrosive liquid and gas. 6. state two ways of inhaling vapours or fumes.	1. Sources of hazards. 2. Ways of preventing hazards on the workshop. 3. Ways of preventing hazards in the environment.	1. Explains sources of hazards. 2. States some of the preventing measures to hazards both to workshop and environments.	1. Participate in the exercise. 2. Practice some of the effects of hazards.	1. Charts 2. Posters 3. Excursion	Students to: 1. state four sources of hazards in the workshop. 2. state three sources of hazards to the environment. 3. four ways of preventing hazards in the workshop. 4. four ways of preventing hazards to the environment.

AUTO MECHANICAL WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Industrial safety rules and regulations.	Students should be able to: 1. observe industrial safety rules and regulations. 2. state seven industrial safety rules and regulations. 3. carry out safety measures.	1. Meaning of industrial safety. 2. Safety rules and regulations. 3. Safety devices: - fire fighting machine - helmet and safety booth.	1. Introduces students to industrial workshop. 2. Explains industrial safety and its regulations.	1. Participate actively in class discussion. 2. Practice the use of fire fighting machine.	1. Charts 2. Posters 3. Real object	Students to: 1. define industrial safety. 2. state six industrial safety rules and regulations.
4	Accident	Students should be able to: 1. define accident. 2. list types of accident. 3. state some accidents preventive measures.	1. Meaning of accident. 2. Types of accidents. 3. Accident prevention techniques.	1. Explains the meaning of accident. 2. Lists and explains types of accident. 3. States five accident prevention techniques. 4. Explains causes of workshop accident.	Participate actively in class discussion.	1. Charts 2. Posters 3. Site seeing.	Students to: 1. define accident. 2. list three types of accidents. 3. what are the necessary perceptual measures to be taken to avoid accident?
5	First Aid	Students should be able to: 1. define first aid: 2. observe minor cuts, electric shock, burn. 3. state two applications to first aid.	1. Meaning of first aid. 2. First aid cases. 3. First aid application.	1. Explains the meaning of first aid? 2. Explain each of the cases. 3. Emphasis first aid application.	1. Participate actively in class discussion. 2. Practice the use of first aid and its application.	1. Charts 2. Poster 3. First aid box.	Students to: 1. define first aid? 2. name some of the cases. 3. apply first aid to wounds.

AUTO MECHANICAL WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Hand tools/maintenance I	Students should be able to: 1. identify various hand tools. 2. list the various hand tools. 3. sketch and state the uses of various hand tools. 4. explain how to maintain various hand tools.	1. Hand tools Types and uses e.g. marking, measuring, cutting. 2. Hand tools maintenance.	1. Displays various hand tools. 2. Sketches and explains hand tools types and uses. 3. Explains how to maintain various hand tools.	1. Observe hand tools. 2. Sketch hand tools. 3. State uses of hand tools and how to maintain them.	1. Hand tools 2. Charts and posters.	Students to: 1. list and sketch at least three marking out and two measuring tools. 2. state the uses of each. 3. state at least three methods of maintaining had tools.
7	Hand tools/maintenance II	Students should be able to: 1. identify various types of equipments. 2. list the various types of equipments. 3. sketch and state the uses of various equipments. 4. explain how to maintain various equipments.	Equipment types and uses e.g. spanners, sockets and vices etc.	1. Displays various hand tools. 2. Explains hand tools types and uses. 3. Explains how to maintain various hand tools.	1. Observe equipments. 2. List the various equipments and their uses. 3. Explain how to maintain the various equipments.	1. Equipments. 2. Chart and poster. 3. Equipments software.	Students to: 1. list and sketch at least three types of equipments. 2. state the uses of at least three equipments. 3. state three methods of maintaining equipments.
8	Equipment and maintenance I	Students should be able to: 1. identify various types of equipments. 2. list the various types of equipments. 3. sketch and state the uses of various equipments. 4. explain how to maintain various equipments.	Equipments types and uses e.g. spanners, socket and vices etc.	1. Displays various equipments. 2. Explains various equipment types and uses. 3. Explains how to maintain the various equipments.	1. Observe equipments. 2. List the various equipments and their uses. 3. Explain how to maintain the various equipments.	1. Equipments. 2. Charts and posters. 3. Equipments software.	Students to: 1. list and sketch at least three types of equipments. 2. state the uses of at least three equipments. 3. state three methods of maintaining equipments.

AUTO MECHANICAL WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Equipment and maintenance II	Students should be able to: 1. identify various movable machines. 2. list the various movable machines. 3. sketch and state the uses of various movable machines. 4. explain how to maintain various movable machines.	1. Equipments types and uses e.g. lathe machine, drilling machine, sewing machine etc. 2. Equipments maintenance.	1. Introduces students to movable machines. 2. Explains types of machines. 3. Explains how to maintain the various machines.	1. Observe machine (movable). 2. Sketch the various movable machines. 3. List the various components. 4. State uses of movable machines and how to maintain them.	1. Equipments. 2. Charts and posters. 3. Equipments software.	Students to: 1. list and sketch at least three movable machines. 2. state the uses of at least three movable machines. 3. state three methods of maintaining movable machines.
10	The chassis I	Students should be able to: 1. identify motor vehicle chassis. 2. identify types of motor vehicle chassis.	Types of motor vehicle chassis.	1. Introduces the students to vehicle layout. 2. Explains types of chassis.	Identify the vehicle layout.	1. Lesson plan 2. Posters 3. Charts 4. Types of chassis layout	Students to: 1. sketch chassis layout. 2. showing types of chassis.
11	REVISION						
12	EXAMINATION						

AUTO MECHANICAL WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	REVISION OF 1 ST TERM WORK						
THEME: VEHICLE LAYOUT/ENGINE							
2	The chassis II	Student should be able to: sketch the chassis layout showing relative position of the main components of a vehicle.	1. Principal components of a vehicle -identification of i. engine ii. transmission system iii. chassis iv. steering system v. braking system vi. suspension system.	Lists the main components such as engine, gearbox, clutch, chassis, rear axle, road wheels and the vehicle body.	Inspect the various components stated.	1. Lesson plan 2. Posters 3. Charts 4. Models of various components.	Students to: 1. list five components that is in vehicle layout. 2. inspect the unit provided and identify five components.
3	The chassis III	Student should be able to: identify and state functions of principal components.	Functions of each principal components.	Explains the functions of the components stated above.	Inspect the various components stated.	1. Lesson plan 2. Posters 3. Charts 4. Real objects.	Students to: list all the principal components and their functions.
4	Types of engine I	Student should be able to: identify different types of engine.	Types of engine design.	Explains types of engine design.	Identification and inspection of an engine designs.	1. Complete engine. 2. Charts and posters.	Students to: explain why an is referred to as a combustion engine.
THEME: ENGINE/TRANSMISSION							
5	Types of engine II	Student should be able to: identify the names of the components/parts of a multi-cylinder engine and draw line diagrams of cylinder arrangements.	1. Identification of main components of an engine. 2. Line diagrams of multi-cylinder engine.	1. Lists main component parts of an engine. 2. Sketches of an engine showing details and explains the importance of various components.	Identification and inspection of components.	1. Complete engine. 2. Charts and posters.	Students to: identify the major components of an engine. 2. explain the arrangement to multi-cylinder engine.

AUTO MECHANICAL WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Types of engine III	Student should be able to: explain constructional details of cylinder, block and head, gaskets, cylinder liners and sumps.	1. Identification of the components mention above. 2. Types of cylinder liners e.g. dry and wet.	1. Explains the constructional details of the components mentioned above. 2. Illustrates types of cylinder line.	1. Identification of the components. 2. Visit to mechanic workshop to observe the constructional details.	1. Complete engine. 2. Charts 3. Posters.	Students to: identify the major components of an engine.
7	Layout of transmission system I	Student should be able to: identify the layout of the transmission system.	Transmission system layout.	1. Introduces transmission system layout. 2. Sketches and displays the layout of transmission system.	Identify and examine transmission layout.	1. Charts 2. Posters 3. Model transmission.	Students to: identify transmission system layout.
THEME: TRANSMISSION							
8	Layout of transmission system II	Student should be able to: 1. identify the layout of transmission system. 2. list and explain types of driving arrangements. 3. advantages and disadvantages of drives.	1. Transmission system layout. 2. Types of drives: i. front engine front wheel drive ii. front engine rear wheel drive iii. rear engine rear wheel drives.	1. Explains the various engine drives. 2. States the advantages and disadvantages of engine drives.	1. Observe different types of driving arrangements. 2. Identify various types of vehicle and their driving arrangements.	1. Charts 2. Posters 3. Model engine	Students to: list and explain types of driving arrangements.

AUTO MECHANICAL WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Suspension system I	Student should be able to: 1. identify and explain different types of suspension system. 2. explain suspension system.	1. Identification and meaning of suspension system. 2. Types of suspension systems.	Explains and illustrates the types of suspension system (laminated spring, coil spring, torsion bar etc).	Observe and identify types of suspension systems.	1. Real objects 2. Charts 3. Posters	Students to: list and explain the different leaf spring and coil spring suspension system.
THEME: SUSPENSION AND STEERING SYSTEM							
10	Suspension system II	Student should be able to: state functions of suspension system.	Functions of each of the suspension system.	States functions of suspension system.	1. Observe and identify types of suspension system. 2. State the function of a suspension system.	1. Real objects 2. Charts 3. Posters	Students to: list and state functions of a suspension system.
11	REVISION						
12	EXAMINATION						

AUTO MECHANICAL WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	REVISION OF 2ND TERM WORK						
THEME: SUSPENSIN AND STEERING							
2	Steering system I	Students should be able to: 1. identify steering system and its components. 2. list types and explain steering boxes.	1. Components of steering system e.g. icing pin, steering column, stubs axle etc. 2. Types of steering boxes, rack and pinion etc	1. Illustrates components of steering system. 2. Differentiates between the types of steering boxes.	1. Observe the components of steering system. 2. Identify type of steering boxes.	1. Real objects 2. Charts 3. Posters	Students to: list and explain two types of steering boxes.
3	Steering system II	Students should be able to: state functions of a steering system in a motor vehicle.	Functions of steering in a motor vehicle.	Explains the functions of steering system.	State functions of steering system.	1. Real object. 2. Charts 3. Posters	Students to: state major functions of a steering in a motor vehicle.
THEME: ENGINE LIBURICATION AND COOLING							
4	Engine lubrication.	Students should be able to: 1. define friction. 2. identify types of lubrication system and sketch lubrication system layout. 3. state function of lubrication system.	1. Explain friction, merits of friction. 2. Layout of the main components of lubrication system e.g. pipe, oil pump, filters etc 3. Purpose of lubrication system.	1. Demonstrates existence of frictions and uses of lubricants. 2. Shows students types of lubrication and areas of applications. 3. Explains reason for lubricating system.	Rub palms and explain why they become warm.	1. Posters. 2. Charts 3. Sample of lubricants	Students to: 1. state the merits and demerits of friction in some vehicle. 2. list types of lubricants and where they can be applies.
5	Cooling system.	Students should be able to: 1. identify types of cooling system in motor vehicle. 2. state functions of cooling system.	1. Types of cooling system and their components. 2. Functions of cooling system.	1. Demonstrates the circulation of water in cooling system. 2. Emphasizes the need for cooling and lubrication.	1. Rub two surfaces on each other with oil and without oil and note the differences. 2. Notice the effects of lack of water in running engine.	1. Posters. 2. Charts 3. Using radiator and water	State the importance of lubricants and cooling system in a vehicle.

AUTO MECHANICAL WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: FUEL SYSTEM AND EXHAUST SYSTEM							
6	Braking system	Students should be able to: 1. identify types of brakes drum and disc. 2. sketch and explain the working principle of the braking system in a vehicle. 3. state the functions of the braking system in a vehicle.	1. Basic concept of friction as applied to braking system. 2. Types and principles of braking system [mechanically and hydraulically operated brakes. 3. Advantages and disadvantages of mechanical and hydraulic brakes.	1. Explains the importance of braking system in a vehicle. 2. States functions of braking system.	1. Identify and list types of braking system. 2. State functions of braking system,	1.Brake drum 2. Chart 3. Live vehicle 4. Brake pad 5. Posters	Students to: 1. define braking system. 2. differentiate with the aid of sketches types of brakes. 3. state the importance of brake in motor vehicle.
7	Fuel and combustion	Students should be able to: 1. describe the general layout of fuel system. 2. illustrate the components of the fuel system.	1. General layout and working principles of the fuel system. 2. Illustrate the components parts of fuel system.	1. Lists and explains types of fuels e.g. petrol, diesels, paraffin etc. 2. Sketches the components parts of a fuel system.	1. Examine the layout of fuel system. 2. Visit motor vehicle workshop to see fuel system layout.	1. Fuel pump. 2. Fuel hose. 3. Fuel fitters. 4. Silencer. 5. Model vehicle.	Students to: sketch fuel system layout.
8	Manifold	Students should be able to: 1. identify types of manifold. 2. state the functions of a manifold.	1. Types of manifold e.g. inlet and exhaust. 2. State the importance of a manifold in a vehicle.	1. Demonstrates how to remove and manifold. 2. States and explains functions of a manifold.	1. Identify inlet and exhaust manifold. 2. Compare the two manifolds and state their functions.	1. Manifold 2. Chart 3. Posters	Students to: 1. list two types of manifold. 2. sketch the two manifolds.

AUTO MECHANICAL WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: WHEELS AND TYRES							
9	Rims	Students should be able to: 1. identify rims. 2. types and sizes of rims. 3. functions of rim. 4. remove and replace rims.	1. Types of rims. 2. Functions of rims.	1. Illustrates types of rims. 2. Explains the functions of rims. 3. Removes and replaces rims.	1. Identify types and sizes of rims. 2. Observe the dismantling and coupling of rim.	1. Alloy rims. 2. Pressed steel rim. 3. Charts. 4. Posters.	Students to: 1. list two types of rims and state advantages of each. 2. list two sizes of rims.
10	Tyres	Students should be able to: 1. identify tyres and their sizes. 2. differentiate tyres.	1. Types of tyres (tubeless and tube tyres). 2. Sizes of tyres. 3. Functions of tyres.	1. Lists types of tyres. 2. States functions of tyres.	Identify tubeless and tube tyres.	1. Tyres. 2. Charts. 3. Posters.	Students to: 1. state three sizes of tyres. 2. differentiate between tubeless ad tube tyres.
11	REVISION						
12	EXAMINATION						

AUTO MOBILE PARTS MERCHANDISING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Safety in auto parts merchandising shop I	Students should be able to: 1. define safety in auto parts merchandising shop. 2. define safety precautions. 3. list and explain safety precaution to be observed in auto parts merchandising shop.	1. Definition and meaning of safety precautions in auto parts merchant dicing shop. 2. Listing and explanation of safety precaution in auto parts merchandising shop.	1. Explains and defines safety. 2. Explains the meaning of safety precaution. 3. Lists the safety precautions in a merchandising shop.	1. Listening 2. Jotting 3. Asking question	Charts Poster Safety software	Students to: 1. list six safety precautions. 2. explain the meaning of safety precautions.
2	Safety in auto parts merchandising shop II	Students should be able to: 1. state the causes of accident in auto parts merchandising shop. 2. state proper shop layout and principle of good house keeping.	1. Causes of accident in auto parts merchandising shop. 2. Proper shop layout and principle of good house keeping.	1. Defines and explains accident in auto parts merchandising shop 2. Explains and list the importance of a good and proper shop layout.	1. Listening 2. Jotting down important points 3. Asking question	Charts Poster Safety software	Students to: 1. list six causes of accident in auto parts merchandising shop. 2. list four importance of a proper shop layout and house.
3.	Engine parts piston, crank shaft crank case, block I	Students should be able to: 1. list the engine parts 2. identify the engine parts. 3. draw/sketch the engine parts.	1. Listing of engine parts 2. Identification of engine parts 3. Draw/sketching of engine parts.	1. Lists and explains the engine parts. 2. Identifies the engine parts. 3. Sketches the engine parts.	1. Listening 2. Jotting down 3. Identifying 4. Sketching 5. Asking question	Charts Poster Safety software Real object	Students to: 1. list 5 engine parts 2. draw 5 engine parts
4.	Engine parts piston, crank shaft crank case, block II	Students should be able to: 1. list the engine parts 2. identify the engine parts	1. Identification of engine parts 2. Drawing/sketching of engine parts 3. Draws the engine parts	1. Lists and explains the engine parts 2. Identifies the engine parts	1. Listening 2. Jotting down 3. Identifying 4. Sketching 5. Asking question	Charts Poster Engine software Real object	Students to: 1. list 4 engine parts 2. identify 4 engine parts. 3. draw 4 engine parts

AUTO MOBILE PARTS MERCHANDISING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Engine parts valve bearing cylinder head Gordon pin III	Students should be able to: 1. list the engine parts 2. identify the engine parts. 3. draw the engine parts.	1. Identification of engine parts. 2. Drawing of engine parts.	1. Lists the engine parts. 2. Draws the engine parts. 3. Identifies the engine parts.	1. Listening 2. Draw the engine parts. 3. Identifying the engine parts.	1. Charts 2. Poster 3. Engine software 4. Real object	Students to: 1. list 6 engine parts 2. draw 6 engine parts 3 identify 6 engine parts.
6	Location of engine parts	Students should be able to: 1. locate the position of the engine parts mentioned above 2. master the engine parts properly	1. Location of engine parts 2. Importance of engine parts	1. Locates the position of engine parts. 2. List the importance of the location of the engine.	1. Locate the position of engine 2. List the importance of the location	1. Real object 2. Chart 3. Poster	Students to: state ten function of engine parts.
7.	Functions of the engine parts	Students should be able to: 1. for proper mastering of the engine parts. 2. List and explain the functions of each of the engine parts mentioned.	Function of the engine parts as mentioned above	Lists and explains the functions of the engine parts mentioned in 3,4,5 above.	Lists and explains the functions of each of the engine parts in 3,4,5 above.	1. Real object 2. Chart 3. Poster	Students to: list 15 engine parts, so far studied and their functions.

AUTO MOBILE PARTS MERCHANDISING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Types of tools I	Students should be able to: 1. list types of tools 2. list the different sizes of tools. 3. general types to tools.	1. General tools e.g. spanner, hammer, mallet, alien key plies, screw driver. 2. Different sizes of tools e.g. 14 spanner 17 spanner, screw driver (small big) hammer 3. (small medium and big) Shape of tools e.g. spanner (ring and flat) screw driver (flat and star) alien key (ordinary and star) etc.	1. Lists and explains the general tools. 2. Sketches the general tools.	1. Make notes 2. Listen 3. Sketch the tools 4. Ask question	1. Real objects 2. Poster 3. Lesson plan 4. Hand tools 5. Software	Students to: 1. state 4 types of tools. 2. draw 5 types of general tools.
9	Types of tools II	Students should be able to: 1. list the general types of tools. 2. state the differences between the general type of tools and special types of tools.	1. Special types of tools e.g. extractor, pullers etc. 2. Difference between general type of tools and special types of tools.	1. Lists and explain the special types of tools. 2. Sketches/draws the special types of tools. 3. State their different.	1. Lists and explain the special types of tools. 2. Sketches/Draws the special types of tools. 3. State their differences.	1. Make notes 2. Listen 3. Sketch the tools 4. software	Students to: 1. state 2 tools 2. draw 3 tools
10	Types of tools III	Students should be able to: 1. list all the automobile tools (general and special). 2. and their uses.	Auto mobile parts and uses.	1. List the tools 2. Explain their uses, one after the others.	1. Listen 2. State their uses 3. Ask question.	1. Real object 2. Poster 3. Hand tools 4. Software	Students to: state 6 tools and their uses.
11	REVISION						
12	EXAMINATION						

AUTO MOBILE PARTS MERCHANDISING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Care of tools I	Students should be able to: list the different ways of taking care of tools by applying oil and grease.	Application of oil and grease as tools preservation.	1. Explains in details the various ways of preserving tools. 2. The importance of preserving tools with oil and grease.	1. Make note 2. Listen 3. Ask questions	1. Real object 2. Lesson plan 3. Software on care of tools.	Students to: state 3 importance of applying oil and grease as a means of preserving tools.
2.	Care of tools II	Students should be able to: state different ways of taken care of tools.	1. Cleaning of the tools. 2. Packing in a safe dry place.	Explains in details other ways of taken care of tools.	1. Make note 2. Listen 3. Ask questions.	1. Real object 2. Lesson plan 3. Software on care of tools	Students to: state 3 ways of taking care of tools.
3.	Arrangement of parts (group) I	Students should be able to: state the parts arrangement by group.	Type of parts arrangement by grouping e.g. engine parts, transmission parts, electrical parts, breaking parts, tools part, testing parts etc.	Lists and explain the parts group by group.	1. Listen 2. Jotting 3. Asking questions 4. Physically arranging the tools by groups	1. Real object 2. Lesson plan 3. Software on group arrangement.	Students to: state 5 groups of tools arrangement.
4.	Arrangement of parts (group) II	Students should be able to: state the arrangement of parts by brand.	Arrangement of parts by brand e.g. Volkswagen Toyota, Peugeot Honda etc.	Explains branding arrangement of parts.	1. Listen 2. Jotting 3. Arranging parts practically by branding.	1. Real object 2. Poster 3. Software on branding arrangement of parts	Students to: state 5 branding arrangement of parts.
5.	Arrangement of parts (group) III	Students should be able to: state the arrangement of parts by make auto motor etc.	Arrangement of parts by make/manufacturer e.g. Taiwan, German auto motor etc.	Explains make/manufacturer method of arrange parts.	1. Listen 2. Jotting 3. Practically arrangement by make or manufacturer.	1. Real object 2. Poster 3. Software on branding.	Student to: list 5 arrangements of parts by branding.

AUTO MOBILE PARTS MERCHANDISING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Arrangement of parts (group) IV	Students should be able to: state the advantages and Disadvantages of part arrangement.	1. Advantages of parts arrangement. 2. Disadvantages of parts arrangement.	1. Lists and explains the advantages. 2. Lists and explains the disadvantages of parts arrangement.	1. Listen 2. Jotting 3. Ask question	1. Poster 2. Software	Student to: 1. state 3 advantages of parts arrangement. 2. state 4 disadvantages.
7.	Principle of maintaining parts level I	Students should be able to: state the principle of maintaining parts level.	1. Principle of maintaining parts level (e.g.) making sure that parts are constantly available for sales based on demand.	Explains thoroughly the principle of maintaining parts level.	1. Listen 2. Jotting 3. Ask question	Chalk board software	Student to: state the principle of maintaining parts level.
8.	Principle of maintaining part level II	Students should be able to: state reason for maintain parts level	Reason for maintaining parts level	Lists and explain reasons for maintaining parts level	1. Listen 2. Jotting 3. Ask question	Chalk board software	Students to: state 5 reasons of maintaining parts level.
9	Storing of auto parts I	Students should be able to: 1. define storage 2. list the ways of storing parts	1. Definition of storage 2. Process and ways of storing parts	States and explaining ways of storing parts	1. Listen 2. Jotting 3. Ask question	Chart Poster Video clips	Students to: list 4 ways and processes of storing auto parts.
10	Storing of auto part II	Students should be able to: state reasons for proper storing of parts.	Reasons for proper storing of parts	State and explains reasons for proper storing of parts	1. Listen 2. Jotting 3. Ask question	Chart Poster Asking of questions	Students to: state 4 reasons for storing parts.
11	REVISION						
12	EXAMINATION						

AUTO MOBILE PARTS MERCHANDISING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Regulatory bodies	Students should be able to: state operation and importance of standard organization of Nigeria (SON).	Operation and importance of SON.	Explains the operations and importance of SON.	1. Listen 2. Jotting down points 3. Asking question	Chart Video Clips	Students to: state operation and importance of standard organization of Nigeria (SON).
2.	Regulatory bodies	Students should be able to: list and explains the operations and importance of society of Auto mobile engineers (SAE).	Operations and importance of SAE.	Explains the operations and the importance of SAE.	1. Listen 2. Jotting 3. Asking question	Chart Poster Video Clips	Students to: state 3 operations of SAE
3.	Regulatory bodies	Students should be able to: list and explain the functions of consumer protection board.	Function of consumer protection board.	Explains the functions of consumer protection board.	1. Listen 2. Jotting 3. Asking question	Chart Video Clips	Students to: state 4 functions of consumer protection board
4.	Introduction to auto parts merchandising	Students should be able to: define and explain the meaning of auto parts merchandising.	Definition and meaning of auto parts merchandising.	Defines and explains the meaning of auto parts merchandising.	1. Listen 2. Jotting 3. Asking question	Chalk board lesson plan software	Students to: state the meaning of auto parts merchant dising
5.	Personal qualities of a merchandiser	Students should be able to: state the qualities of a good auto parts merchandiser.	Qualities of a good auto part merchandiser e.g. good knowledge of the trade, appreciable, trustworthy dedication, adaptability smartness, understandable	Lists and explains the qualities state above.	1. Listen 2. Jotting 3. Asking question	Chart Poster Chalkboard	Students to: explain who is a good auto parts merchandiser
6.	Personal qualities of a merchandiser	Students should be able to: state the qualities of a good auto parts.	Qualities of auto parts merchandiser, accommodator confident, discipline, kindness persuasiveness, competitiveness	Lists and explain the auto parts qualities one after the others	1. Listen 2. Jotting 3. Asking question	Chart Poster Chalkboard	Students to: state 10 qualities of a part merchandiser.

AUTO MOBILE PARTS MERCHANDISING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Define selling	Students should be able to: 1. define selling and sales call. 2. state various ways of selling.	1. Definition of selling and sales call. 2. Ways of selling by appointment, from your shop, through stores from home, by telephone website, trade fan, door to door.	1. Defines selling and sales call. 2. Lists and explains ways to sell.	1. Listen 2. Jotting 3. Asking question	Chalkboard lesson plan Chart Poster	Students to: 1. define selling and sales call. 2. list ways to sell.
8.	Ways to sell	Students should be able to: 1. list steps to sales call e.g. preparation, greeting showing the products. 2. listen to consumer, answering objection, asking for commitment follow up, ask for reference.	List and explains steps to sales call e.g. as already shown in performance objective.	List and explain the steps to sales call as already shown in the performance objective.	1. Listen 2. Jotting 3. Asking question	Chalk board Chart Poster Software	Students to: explain the steps for a sales call.
9	Customers service I	Students should be able to: explains the meaning of customer service.	1. Customer service i.e. anything you do to keep your customer happy. 2. Customer complaints.	1. Defines customer service. 2. List some of the customer services required of a parts merchandiser.	1. Listen 2. Jotting 3. Asking question	1. Lesson plan 2. Chalk board 3. Chart 4. Poster	Students to: examine the meaning of customer service.
10	Customers service II	Students should be able to: state the advantages of customer service.	1. Advantages of customer service (to include: high return on investment, increase patronage, strengthen customer trust etc.	Explains all the advantages enumerate in the content and many more.	1. Listen 2. Jotting 3. Asking question	Chalk board Chart Poster	Students to: explain 6 advantages of customer service.
11	REVISION						
12	EXAMINATION						

REFRIGERATION AND AIR CONDITION
SS I
FIRST TERM

THEME: WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Safety in the workshop	Students should be able to: 1. state workshop rules and regulations. 2. identify safety devices and equipments. 3. dress properly to the workshop. 4. observe workshop rules. 5. state some accident prevention measures.	1. Workshop rules and regulations. 2. Safety device and equipment. 3. Dress code in the workshop. 4. Accident prevention techniques.	1. Explains the need for safety in the workshop. 2. Demonstrate proper workshop dressing. 3. Displays safety posters and equipment. 4. Explains different ways of preventing accidents in the workshop. 5. Demonstrates the use of safety devices.	1. Participate effectively in the class discussion. 2. Demonstrate proper dress code. 3. Observe safety and regulations. 4. Operate safety device and equipment.	1. Pictures and charts showing safe work habit and attitude. 2. Safety devices and equipment e.g. fire extinguishers, safety buckets. 3. Software on workshop rules and regulations computer systems.	Students to: 1. list at least five safety rules and regulation to be observed in the workshop. 2. demonstrate at least four safety practices. 3. list at least five causes of accident in the workshop.
2	First Aid	Students should be able to: 1. list first aid materials. 2. apply the materials in administering first and on accident victims.	1. First aid materials 2. Application of first aid materials.	1. Lists and states the uses of first and materials. 2. Demonstrates the application of first aid on accident victims.	Demonstrate the application of first aid on accident victims.	1. First aid materials, charts, posters. 2. Software on first aid administration computer systems.	Students to: 1. list at least five first aid materials. 2. state the uses of each listed first aid materials above.
3	Energy	Students should be able to: 1. define energy 2. state the different types of energy. 3. explain the processes of energy conversion.	Definition of energy the process of energy conversion, e.g. electrical to mechanical; gas to vapour.	1. Define energy and give examples. 2. Lists forms of energy and their uses. 3. Demonstrates energy conversion e.g. electrical to mechanical etc.	1. Note the different forms of energy and their uses. 2. Participate actively in the energy conversion processes. 3. Note the energy.	Charts showing different forms of energy, and the conversion processes.	Students to: 1. list different forms of energy. 2. explain the processes of energy conversion.

REFRIGERATION AND AIR CONDITION
SS I
FIRST TERM

THEME: WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Nature of matter	Students should be able to: 1. define matter 2. list the state of matter. 3. explain the process of changing matter from one state to another.	1. State of matter i.e. solid, liquid, gas and vapour etc. 2. Change of state of matter.	1. Lists the states of matter. 2. Explains how matter can be changed from one state to another e.g. liquid to solid etc.	Participate actively in the discussion.	Different forms of matter e.g. solid, liquid, gases and vapour.	Students to: 1. list three states of matter. 2. explain the process of converting ice block to water.
5	Temperature and it's measurement	Students should be able to: 1. define temperature. 2. state the units of measuring temperature. 3. describe the different types of thermometers. 4. convert one temperature scale to another.	1. Concept of temperature 2. Different types of thermometer e.g. gas, liquid, resistance, thermocouple etc. 3. Temperature scales conversion e.g. °F to °C etc.	1. Explains the concept of temperature. 2. Describe different types of thermometers and their applications. 3. Illustrates the conversion of one temperature scale to another, example. -Centigrade to Fahrenheit by $^{\circ}\text{C} = 5/9f+32$. -Celsius to Kelvin $^{\circ}\text{C} + 273.5 = \text{K}$ 4. Lists the states of matter. 5. Explains how matter can be changed from one state to another e.g. liquid to solid etc.	1. Define temperature. 2. State units of temperature. 3. Convert one temperature scale to another. 4. Differentiate one types of thermometer from another.	1. Different types of thermometers, examples, gas, liquid etc.	Students to: 1. define temperature. 2. describe different types of thermometer. 3. convert 100°c to $^{\circ}\text{F}$.

REFRIGERATION AND AIR CONDITION
SS I
FIRST TERM

THEME: WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Pressure and its measurement	Students should be able to: 1. explain the concept of pressure. 2. state the units of measuring pressure. 3. describe different types of pressure measuring devices. 4. Measure pressure using appropriate measuring instrument.	1. Concept of pressure. 2. Different types of pressure measuring devices e.g. barometer and their uses. 3. Pressure measurement.	1. Explains the concept of pressure. 2. Identify the various types of pressure measuring devices and their applications. 3. Measure pressure and interpret values.	1. Define pressure, state the units of pressure. 2. Identify the various types of pressure measuring devices and their applications. 3. Measure pressure and interpret values.	Charts, posters and measuring devices e.g. barometer, manometer, bourdon, tube gauge etc.	Students to: 1. define pressure. 2. describe with the aid of a diagram: -barometer -manometer. 3. state the application of a barometer.
7	Introduction to refrigeration	Students should be able to: 1. describe the refrigeration cycle. 2. draw layout diagrams of a basic refrigeration systems example: fridge	1. Refrigeration cycle: -evaporation -compression -condensation -expansion 2. Layout diagrams of refrigeration system.	1. Explains the refrigeration cycle and emphasis the sequence. 2. Draws and describes the layout diagrams of refrigeration system.	1. List the stages in a refrigeration cycle. 2. Draw and label the refrigeration layout diagram of a fridge.	Charts and posters showing the refrigeration cycle and layout diagrams of fridge etc.	Students to: 1. list the stage in refrigeration cycle. 2. draw a layout diagram of refrigeration system.
8	Refrigerants	Students should be able to: 1. define refrigerant. 2. identify the different types of refrigerants using the colour code. 3. state the properties and uses of refrigerants. 4. state the chemical name and formulae of refrigerants e.g. organic, hydrocarbons, mixtures, secondary etc.	1. Definition of refrigerant. 2. Types of refrigerant 3. Chemical name and formulae. 4. Properties of refrigerants. 5. Uses of refrigerants.	1. Define refrigerant 2. State chemical name and formulae of given refrigerants. 3. Explains the different types of refrigerants. 4. States the properties of refrigerants. 5. Emphasizes different applications of the different refrigerants.	1. Note the difference between one refrigerants and the other through cylinder colours. 2. Observe the different types of refrigerants and note their properties. 3. Visit a refrigerants workshop and observe the application of each type of refrigerant.	Cylinders of different types of refrigerants.	Students to: 1. list the properties of refrigerants. 2. state the uses of each.

REFRIGERATION AND AIR CONDITION
SS I
FIRST TERM

THEME: WORKSHOP SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Compressors	Students should be able to: 1. state the types, and functions of reciprocating, rotary and screws centrifugal compressors. 2. describe the construction of compressors. 3. explain the basic working of compressors.	1. Types of compressors 2. Construction of compressors. 3. Working principles of compressors.	1. Lists and describes the different types of compressors. 2. Draws and labels compressor assembly. 3. Explains the operation of compressors.	1. Differentiate one types of compressor from another. 2. Identify the various components of a compressor. 3. Describe how a compressor works.	1. Different types of compressors. 2. Diagrams of compressor assembly.	Students to: 1. list types of compressors. 2. draw and label a compressor assembly. 3. explain the working principles of a rotary compressor.
10	Evaporators	Students should be able to: 1. state the types, function of evaporators 2. describe the construction of evaporators. 3. Explain the working principles of evaporators.	1. Types of evaporators. 2. Construction of evaporators. 3. Working principles of evaporators.	1. Lists and discusses different types of evaporators. 2. Draws and labels evaporator assembly. 3. Explains the operations of evaporators.	1. Differentiate one type of evaporators. 2. Identify the various components of an evaporator. 3. Explain the working principles of an evaporator.	1. Different types of evaporator. 2. Diagrams of evaporator assembly.	Students to: 1. list types of evaporators. 2. draw and label an evaporator assembly. 3. Explain how on evaporator works.
11	REVISION						
12	EXAMINATION						

REFRIGERATION AND AIR CONDITION
SS I
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic tools used in refrigeration and air conditioning	Students should be able to: identify select and uses basic tools in refrigeration and air conditioning work.	Basic tools -lack coil springing benders, reamers tube cutters etc.	Displays draws and explains the basic tools and demonstrates their uses.	Identify draw and use the basic tools.	Basic tools: -hack snw -coil -spring benders -reamers -tube cutter etc.	Students to: List five basic tools and state their uses.
2	Servicing air-conditioner	Students should be able to: use of appropriate tools to carry out service, maintenance of window unit air conditioner.	1. Tools and procedures for service in of window unit air condition. 2. Demonstrates servicing of air-conditioner so as to be in useable order.	1. Identifies the tools and explains procedures for servicing window unit air conditioner. 2. Demonstrates servicing of air-conditioner.	1. Identify tools and procedures for servicing air conditioner. 2. Service a given air conditioner.	1. Tools for servicing air-conditioner. 2. Window unit air conditioner. 3. Compressor parts.	Students to: 1. identify tools for servicing faint air conditioners. 2. use appropriate tools to service window unit air conditioners.
3	Component of refrigeration	Students should be able to: 1. refrigerator 2. states the components of refrigerator. 3. identify the parts of refrigerator.	1. Components of refrigeration system: refrigerant, evaporator, condenser, and compressor.	1. Guides students to identify some of component parts. 2. Displays some of these components for them to see.	1. Participate and ask questions in classroom discussion. 2. Observe and describe the component parts of a refrigerator.	1. Component parts. -Compressor -Refrigerant -Evaporator -Condenser etc.	Students to: 1. explain meaning of refrigeration. 2. identify the component parts.

REFRIGERATION AND AIR CONDITION
SS I
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Functions of each component parts refrigerant	Students should be able to: 1. state use of a refrigerant. 2. mention some fluid used as refrigerants as -treon -ammonia -methyl chloride ethyl dioxide, sulphure dioxide, carbon -oxide CO ₂ . 3. distinguish between a refrigerant and compressor.	1. Fluids suitable for good refrigerants properties are: -non-toxic -non-explosive -non-flammable -non-explosive -low boiling point. -considerable heat. -non-corrosive (piping) etc.	1. Uses suitable diagram to demonstrate the use refrigerant. 2. Explains to the students that refrigerant is a fluid which gains heat and changes easily to vapour and at vapour state loses heat and back to liquid.	1. Participate in classroom discussion. 2. Observe and describe changes that take place in refrigeration. 3. Distinguish between a refrigerant and compressor.	1. Refrigerant 2. Fluids suitable for refrigerant. 3. Chalkboard. 4. Textbooks. 5. Charts.	Students to: 1. state the functions of a refrigerant. 2. name the fluids used for refrigerant.
5	Characteristics of a refrigerants	Students should be able to: 1. state the characteristics of refrigerants. 2. draw a complete table of refrigerant. 3. distinguish between boiling point temperature and condensing pressure.	1. Refrigerant 2. Chemical formulars 3. Refrigerant number. 4. Table of the characteristics.	1. Guides students to explain the tabular formular of refrigerants. 2. Uses the table of characteristics to demonstrate the meaning and application of refrigerant characteristics.	1. Participate in the classroom discussion. 2. Observes describe the various refrigerants and their boiling points.	1. Chart 2. Tabular form showing characteristics of refrigerant.	Students to: 1. state the chemical formular of refrigerant. 2. identify boiling of points of different refrigerant.

REFRIGERATION AND AIR CONDITION
SS I
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Hear energy	Students should be able to: 1. define heat energy. 2. explain the meaning of enthalpy in fluid and its relationship with pressure, volume and temperature as were as internal and external energy. 3. draw and explain the p.h diagram of refrigerant.	1. Meaning of internal energy. 2. Enthalpy of a fluid substance its pressure, volume or temperature of internal energy. 3. P.h diagram of a refrigerant.	1. Explains the meaning of internal energy. 2. States the properties of a fluid substance. 3. Plots and explains enthalpy and p.h chart.	1. Participate effectively in the classroom discussion. 2. Plot enthalpy and p.h charts.	1. Charts and posters 2. Chalkboard	Students to: 1. define heat and energy. 2. state at least three properties of a fluid substance.
7	Power	Students should be able to: 1. define heat energy and power. 2. explain the meaning enthalpy in fluid and its relationship to power. 3. explain the meaning of power and state its unit calculate power used by a compressor.	1. The meaning of power. 2. Calculation of power used by a compressor. 3. The unit of power and heat e.g. watts kilowatts fluids, kilojoules etc.	1. Explains the meaning of power and state its unit of measurement. 2. Illustrates how power consumed by a. compressor can b. calculated from the formular power = mass float rate enthalpy (h) out let enthalpy in left.	1. Define power and state its unit. 2. Use appropriate formular to court from one unit to another. 3. Calculate power consumed by a compressor.	1. Charts 2. Posters 3. Diagram 4. Textbooks etc.	Students to: 1. Define power. 2. Convert 1500w to kilowatts and watts.

REFRIGERATION AND AIR CONDITION
SS I
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Evaporator and compressor	Students should be able to: 1. define and explain meaning of an evaporator and a compressor as component of refrigerator. 2. describes the working system of an evaporator and compressor in refrigerator. 3. state the depress to which are measured.	1. The meaning of evaporator. 2. The working principle of a compressor and evaporator.	1. Explains the working principle of compressor and evaporator. 2. Illustrates how these components are maintained at an average temperature between 30°C-127°C-25°C or 15°C minimum.	1. Defines compressor, evaporator and state their temperature differences.	1. Charts 2. Diagrams 3. Posters. 4. Textbooks etc.	Students to: 1. explain how a compressor functions. 2. state the freezing points of different liquid.
9	Air conditioning	Students should be able to: 1. state the psychometric properties of air. 2. explain air conditioning process: heating, cooling and humidification air cleaning and filtering. 3. differentiate between latent and sensible heat.	1. Psychometric properties of air. 2. Processes of air conditioning heating cooling etc. 3. Latent and sensible heat saturated vapour pressure. 4. Property diagram.	1. Explains the psychometric properties of air. 2. Explains the processes of air conditioning i.e. heating, cooling etc. 3. Explains the concept of latent heat, saturated air etc. 4. Illustrates the reading of property diagram.	1. Participate in as room discussion. 2. Note the properties of air. 3. Take note the correct sequence of air. 4. Read property diagram.	1. Charts and posters of air conditioning processes. 2. Psychometric charts. 3. Property diagram chart.	Students to: 1. explain sequence of air conditioning process. 2. draw the psychometric properties of air.

REFRIGERATION AND AIR CONDITION
SS I
SECOND TERM

THEME: WORKSHOP PRACTICE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	i. Controls and its application in a refrigerator ii. Condenser in a refrigerator	Students should be able to: 1. functions of as transfer of heat from high temperature gaseous refrigerant. 2. explain the function of control as to maintain proper rate of evolving and temperature of cooled air.	1. Methods of achieving control. 2. Using capillary tube diagram. 3. Condensation of gaseous ammonia to liquid ammonia at 30°C.	1. Explains the condensation of gaseous ammonia to liquid ammonia at temperature of 30°C. 2. Explains the functions of control. 3. Demonstrates the condenser works using diagrams of mechanical compressor refrigeration system.	1. Note the functions of condenser. 2. Participate in classroom discussion. 3. Note the different method of using control.	1. Displayed diagram of condenser. 2. Charts and posters. 3. Capillary tube diagram etc.	Students to: 1. explain control functions 2. demonstrate and explain the working principle of condenser.
11	REVISION						
12	EXAMINATION						

REFRIGERATION AND AIR CONDITION
SS I
THIRD TERM

THEME: REFRIGERANT SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic principles and features of domestic refrigerators	Students should be able to: 1. state some basic features of refrigerators in domestic homes. 2. to locate these components or features in a domestic refrigerators. 3. state the different between domestic refrigerator and commercial refrigeration.	1. Components of domestic refrigerator e.g. -cabinet -condenser -electric circuit and -compressor 2. Functions of each part.	1. Guides students to observe the displayed refrigerator properly and identify the main components. 2. Use suitable demonstrations to explain how these features functions. 3. Illustrates using chalkboard drawing to the students how materials in the refrigerator are cooled.	1. Participate in classroom discussion. 2. Observe and describe changes that took place in the cooling process.	1. Displayed compressor, condenser. 2. Charts 3. Poster of refrigerator.	Students to: 1. explain the meaning of cooling process. 2. identify different forms of domestic refrigerators.
2	Rating of refrigerator system	Students should be able to: 1. to state the quantity of heat which can be removed from a product by the system. 2. identify the actual time (hrs) far one-ton of water at 0°C to one-ton of ice at 0°C.	1. The common rating of refrigerator in one-ton. 2. The no of hours for heat to be removed at 0°C.	1. Illustrates how heat can be removed from one –ton of ice water at 0°C. 2. Explains that a one-ton unit will remove 308. MJ 10 ⁻⁶ of heat in 24 hours or 12.7 MJ in one hour.	1. Participate in classroom discussion. 2. Ask questions and observe the teacher solve problems on the chalkboard to answer the questions.	1. Charts 2. Chalkboard 3. Table of power rating.	Students to: 1. state the quantity of heat that can be removed from a product. 2. solve problems involving rating of refrigerators.

REFRIGERATION AND AIR CONDITION
SS I
THIRD TERM

THEME: REFRIGERANT SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Basic principle of air conditioning	Students should be able to: 1. define air conditioning. 2. classify air-conditioning into two self-contained system and remote system. 3. state the components of air conditioning. 4. explain how air-conditioning functions.	1. Definition of air conditioning. 2. Important actions involved in air conditioning operation. -temperature -humidity control. -air filtering cleaning and purification air-movement circulation.	1. Explains how the actions of air conditioning take place. 2. Defines humidity control, temperature and filtering, cleaning and purification. 3. Describes the pressure of moisture or water in the air.	1. Participate in classroom discussion. 2. Define air conditioning. 3. States the different temperatures in which actions in Arc take place i.e. 20°C – 28°C at cool level. 4. State applications of air conditioning in relations to man.	1. Charts and posters of air conditionings. 2. Diagram posters and textbooks. 3. Chalkboard	Students to: 1. humidity 2. air filtering. 3. to explain the function of air conditioning. 4. explain some applications of A.C bolt for industrial use and household use.
4	Newton's law of cooling and cooling curve	Students should be able to: 1. state Newton's law of cooling as applied to heat and liquid. 2. state the different between a body and its surface. 3. states the factors at which rate of cooling depends on.	1. Newton's law of cooling. 2. Finding the specific heat capacity of a liquid. 3. Drawing graphs of cooling in terms of temperature different.	1. Explains Newton's law of cooling and application. 2. Guides students to describe and explain the factors of depending on rate of cooling. 3. Explains the experiment of specific heat.	1. The students observe and describe from the experiment. -rate of cooling -specific heat capacity of a liquid (cooling curve). 2. Participate in classroom discussion.	1. Chalkboard. 2. Textbooks. 3. Drawing of experiment. 4. Graph drawn on the chalkboard on cooling curve.	Students to: 1. define Newton's law of cooling. 2. describe experiment of specific heat capacity. 3. draw graph of cooling curve.

REFRIGERATION AND AIR CONDITION
SS I
THIRD TERM

THEME: REFRIGERANT SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	i. Concept of heat and temperature ii. Effects of heat	Students should be able to: 1. explain temperature, expansion using kinetic theory. 2. state or define the meaning of temperature.	1. Change in temperature. 2. Change of state of the body. 3. Change in pressure. 4. Expansion of liquids.	1. Explains the meaning of temperature in relations to liquid. 2. Uses suitable demonstrations students assimilate the meaning of temperature. 3. To explain meaning of pressure.	1. Participate in classroom discussion. 2. Observe and describe changes that took place in measurement of heat.	1. Thermometers. 2. Water in container. 3. Charts and diagrams. 4. Chalkboard and textbooks.	Students to: 1. state or explain temperature expansion. 2. define temperature difference. 3. mention some effect of heat.
6	Kinetic molecular theory and explanation of temperature	Students should be able to: 1. state definition of atom. 2. define a molecule and state difference between the two. 3. explain fully the kinetic molecular theory. 4. explain the expansibility of liquids when located and contracted when cooled. 5. intermolecular force of liquid expands when heated.	1. Expansion in liquid, when heated. 2. Meaning of atom and molecule. 3. Kinetic theory explanation of temperature. 4. Measurement of heat energy.	1. Explains to the students that. -that in liquids, molecule are more free to move about than solid. 2. The volume of a liquid remain within their container. 3. Addition of heat to a liquid increases the speed of the molecules.	1. Participate in classroom discussion. 2. Observe the experiment of heat expansion on liquids. 3. Differentiate between expansion in solids and liquids.	1. Chalkboard. 2. Thermometers 3. Charts 4. Poster etc.	Students to: 1. define atom 2. molecule 3. state kinetic theory of molecules. 4. explain how solids and liquids expand.

REFRIGERATION AND AIR CONDITION
SS I
THIRD TERM

THEME: REFRIGERANT SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Refrigerant flow controls	Students should be able to: 1. list the different types of refrigerant flow controls and their applications. 2. describe the construction of refrigerant flow control. 3. explain the operations of various flow controls. 4. install and service refrigerant flow control.	1. Types of refrigerant flow control. 2. Construction of refrigerant flow control e.g. TEV, AEB capillary tube etc. 3. Operations of refrigerant flow control.	1. Lists and explain different types of flow controls. 2. Describes the construction of flow controls. 3. Explains the operations of the control 4. Demonstrates to installation and servicing of the control.	1. Identify different types of refrigerant flow controls. 2. Note the constructional details of flow. 3. Install and service refrigerant flow charts.	1. Different types of control. 2. Tools and material for servicing flow control.	Students to: 1. list the different types of flow controls. 2. explain the operations of TEV and AEB control.
8	Expansion in liquids.	Students should be able to: 1. list the materials for expansion experiment. 2. demonstrate the liquid expansion by heating method. 3. observe the level of rise of liquid on a narrow tube. 4. explain real and apparent expansively.	1. Construction of the material for the experiment. 2. Operation of performing the experiment. 3. Observing the rise in level of water.	1. Fills of flask with coloured water and over it with rubber bung with hole. 2. Warming liquid gently with bunsen burner and observe the level of the coloured liquid. 3. Removes the heat and observe movement of liquid level in tube.	1. Participate in classroom discussion. 2. Observes and describes what happens in the experiment. 3. Ask questions.	1. Charts 2. Chalkboard 3. Flask water, alcohol. 4. Stand flask and trough etc.	Students to: 1. rise in the level of liquid water in narrow tube. 2. level of alcohol is the highest. 3. distinguish between real and apparent depth.

REFRIGERATION AND AIR CONDITION
SS I
THIRD TERM

THEME: REFRIGERANT SYSTEM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Real and apparent expansion	Students should be able to: 1. real or absolute cubic expansively (rc) of a liquid. 2. the apparent cubic expansively (rc) of a liquid.	1. Real and apparent expansively. 2. Expansively of water as liquid. 3. Experiment to determine cubic expansively.	1. Performs experiment by cleaning and drying relative density bottle. 2. Fill in the bottle with the liquid e.g. paraffin. 3. Suspends the bottle from the clamp of a retort stand with the bottle from clamp before heating.	1. Participate in the experiment. 2. Observes what happens during the experiment and ask questions. 3. Describes changes that took place.	1. Density bottle. 2. Water 3. Paraffin 4. Clamp of stand. 5. Chalkboard and charts.	Students to: 1. define apparent cubic expansively. 2. describe the experiment of cubic expansively. 3. solve problems involving cubic apparent.
10	The anomalous expansion of water	Students should be able to: 1. most liquids expand when heated and contract when cooled. 2. that water is exception to this rule. 3. that water expands rather than contracts when cooled from 4°C → 0°C. 4. that water has its highest density at 4°C.	1. The anomalous expansion of water. 2. Experiment to illustrate the anomalous behaviour of water by using Hope's experiment.	Proforms the experiment of anomolous expansion of water using Hope's experiment using Hope apparatus.	1. Participate in the classroom discussion. 2. Observe and describe changes taking place in the experiment.	1. Hope's man experiment equipment. 2. Density dry bottle water bath. 3. Thermometers.	Students to: 1. explain anomalous expansion of water. 2. determine freezing mixture or points of water. 3. states that water highest density is 4°C.
11	REVISION						
12	EXAMINATION						

FABRICATION AND WELDING
SS I
FIRST TERM

SUB THEM: WORKSHOP AND STANDARD WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to fabrication and welding	Students should be able to: explain prospects in fabrication and welding	Prospects in fabrication and welding	Explains the prospects of studying fabrication and welding	Listening and taking down note on prospects of welding	1. Chalk board 2. Charts of fabrication and welding workshop layout	Students to: explain the various prospect in studying fabrication and welding.
2	Safety facilities and protective wears (1)	Students should be able to: list workshop safety rules and regulations.	Workshop safety rules and regulations.	Explain to student “workshop rules and regulations”	Listening and writing down note on workshop safety rules and regulations	Charts on workshop safety rules and regulations	Students to: list any 5 workshop safety rules and regulations.
3.	Safety facilities and protective wears	Students should be able to: identify safety protective wears for a. Welding b. Fabrication.	Protective wears for: a. welding b. Fabrication	Explains to students: a. protective wears for welding b. protective wears for fabrication.	Listening and writing down note on protective wears.	Charts on protective wears for a. Welding b. Fabrication	Students to: names any three protective wears each for a. Welding b. Fabrication.
4.	Workshop layout (fabrications)	Students should be able to: describe standard fabrication workshop.	Description of standard fabrication workshop.	Explains to students standard fabrication workshop.	Listening and taking down note on standard fabrication workshop.	Chart of a standard fabrication workshop.	Students to: describe a standard fabrication workshop.
5.	Workshop layout (welding)	Students should be able to: describe standard welding workshop.	Description of a standard welding workshop.	Explains to students standard welding workshop.	Listening and writing down note on standard fabrication workshop.	Chart of a standard welding workshop	Students to: describe a standard welding workshop
6	Workshop tools and equipment (Fabrication)	Students should be able to: identify tools and equipment setup for fabrication	Identification of tools and equipment for fabrication	Explain to students tools and equipment for fabrication	Listening and writing down note on identification of tools.	Chart of the list of tools and equipment used for fabrication workshop.	Students to: list five workshop tools and equipment used in fabrication.

**FABRICATION AND WELDING
SS I
FIRST TERM**

SUB THEM: WORKSHOP AND STANDARD WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Workshop tools and equipment (welding)	Students should be able to: identify workshop tools and equipment for welding	Identification of tools and equipment for welding	Explains tools and equipment used for welding	Listening and writing down tools and equipment used for welding	Charts of typical tools and equipment used for welding.	Students to: identify three tools and equipment used in welding
8.	Equipment set up for welding operation	Students should be able to: 1. identify the equipment setup for welding operation. 2. describe the equipment setup for welding.	Equipment set up for: 1. Gas welding 2. Arc welding	Explains the equipment set up for: 1. Gas welding 2. Arc welding	Write down the equipment set up for: i. gas welding ii. arc welding	Charts and physical presentation of: i. Gas welding equipment ii. Arc welding equipment	Students to: identify and describe the various tools and equipment set up for a. Gas welding b. Arc welding
9	Equipment set up for fabrication operation	Students should be able to: 1. identify the equipment sets up for fabrication operation. 2. describe the equipment setup for fabrication operation.	Equipment setup for fabrication (sheet metal and structural steel work).	Explains the equipment set up for fabrication operation.	1. Listening 2. Writing down note on equipment setup for fabrication.	1. Chart 2. Physical equipment used for fabrication operation.	Students to: 1. identify and explain the setup equipment for: 2. Sheet metals work operation. 3. Structural steel work operation.
10	Ferrous and non-ferrous metals	Students should be able to: 1. explain ferrous and non-ferrous metals. 2. identify ferrous and non-ferrous metals.	1. Concept of ferrous metals. 2. Concept of non-ferrous metals.	1. Explains ferrous and non-ferrous metals. 2. Guides students to identify ferrous and non-ferrous metals.	1. Listening 2. Write note on explanation of ferrous and non-ferrous metals and their identification.	1. Charts 2. Steel, aluminum, copper and zinc plate 3. Cast iron	Students to: 1. define ferrous and non-ferrous metals. 2. identify given ferrous and non-ferrous metals.
11	REVISION						
12	EXAMINATION						

FABRICATION AND WELDING
SS I
SECOND TERM

SUB THEME: PROPERTIES OF METALS TOOLS IN FABRICATIONS AND WELDING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Properties of metals	Students should be able to: list the properties of metals.	Properties of metals as: - ductility - hardeners - toughness - fusion etc	Guides students to list and explain the properties of metals.	Listen and write down note on properties of metals.	Pieces of: a. Sheet b. Copper c. Aluminum d. Lead etc.	Students to: list five properties of metals.
2.	Sheet metals (1)	Students should be able to: explain the term sheet metals.	Concept of sheet metal.	Guides student to explain the term sheet metal.	Listen and write down the explanation of sheet metal.	Pieces of different examples and sizes of sheet metals.	Students to: explain the term sheet metal.
3.	Sheet metals (2)	Students should be able to: 1. list some examples of ferrous and non-ferrous sheet metals 2. name different gauges and shape of sheet metals	1. Examples of sheet metals e.g. - Aluminum - Mild steel - Brass - Copper etc. 2. Gauges and shape of sheet metal	1. Gives examples of ferrous and non-ferrous sheet metals 2. Explain the different gauges and shapes of sheet metals	1. Listen and write down the examples of sheet metals 2. Listen and write down notes	Pieces of different examples and sizes of sheet metals	Students to: 1. mention three examples of sheet metals. 2. mention three different gangers of sheet metals
4.	Job holding devices for fabrication work	Students should be able to: name the job holding devices for fabrication work.	Job holding devices for fabrication.	Mention and list the job holding devices for fabrication.	Write down the job holding devices for fabrication.	Charts and physical tools of job holding devices for fabrication.	Students to: list any three job holding devices for fabrication.
5.	Job holding devices for welding	Students should be able to: name the job holding devices for welding work.	Job holding devices for welding.	Mention and list the job holding devices for welding..	Listen and write down the job holding devices for welding.	Charts and physical tools of job holding devices for welding work.	Students to: list any three job holding devices for welding.

FABRICATION AND WELDING
SS I
SECOND TERM

SUB THEME: PROPERTIES OF METALS TOOLS IN FABRICATIONS AND WELDING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Measuring marking and cutting tools	Students should be able to: name measuring tools, marking out tools, cutting tools.	a. Measuring tools b. Marking out tools c. cutting tools.	Classifies tools as: a. Measuring tools b. Marking out tools c. Cutting tools.	Listen and write down note on: 1. Measuring tools 2. Marking out tools 3. Cutting tools	Physical presentation of: Marking, measuring and cutting tools	Students to: 1. list two example: 1. measuring tool 2. marking out tools 3. cutting tools
7.	Types of welding	Students should be able to: 1. mention the two types of welding application. 2. know the application of the two types of welding .	Types of welding: 1. gas welding. 2. Arc welding. 3. application of arc welding. 4. Application gas welding.	1. Lists the two types of welding . 2. Explains the application of arc and gas welding.	Listen and write down the two types of welding. 2. Listen and write down note on the application of gas and arc welding.	Physical presentation of welding equipments.	Students to: mention the two types of welding.
8.	Principles of welding	Students should be able to: explain the principles welding.	1. Welding principles a. gas welding b. Arc welding 2. Methods of welding	Explain the methods and principle of welding	Listen and writer down welding principles	Charts, showing welding principles	Students to: explain the two methods of welding
9	Fabrication process	Students should be able to: explain the various fabrication processes e.g. raising.	Fabrication processes.	Explains the various fabrication processes.	Write down the various fabrication processes of metals.	Charts showing various fabrication processes.	Students to: describe various processes of forming metals.
10	Surface preparation for fabrication welding work	Students should be able to: prepare surfaces for fabrication and welding.	a. Surface preparation for fabrication b. Surface preparation for welding	Explain to students how to prepare surfaces for a. fabrication b. Welding	Listen and write down steps involved in surface. preparation for: a. fabrication b. welding	Pictures and charts showing surface preparation for fabrication and welding.	Students to: prepare surfaces for a. Fabrication b. Welding
11	REVISION						
12	EXAMINATION						

FABRICATION AND WELDING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Classification of fasteners	Students should be able to: Classify fasteners into: i. permanent ii. temporary	a. Temporary fasteners. b. permanent fasteners.	Classifies fasteners into temporary and permanent fasteners.	Write down classes of fasteners.	Charts, rivets, bolt and nut and screws.	Students to: classify fasteners.
2	Introduction to forging	Students should be able to: 1. define forging. 2. state importance of forging. 3. list forging tools and processes.	a. Definition of forging. b. Importance of forging. c. Forging tools d. Processes of forging.	Explains the following: a. forging b. importance of forging c. forging tools and processes.	Listen and write down notes.	1. Forging tools such as tongs, fullers flatters. 2. Visit to a blacksmith workshop.	Students to: 1. define forging 2. list out 5 forging tools. 3. explain the uses of any five forging tools.
3	Preparation of welding surfaces	Students should be able to: prepare welding surfaces for the following joints: 1. square butt joint 2. single vee-joint 3. double vee-joint 4. single u joint 5. fillet joint 6. open corner joint	Preparation of surfaces for welding joints.	Guides students to prepare surfaces for different type of welding joint.	Write down notes on preparation of surfaces for different types of joint.	1. Samples of materials to be welded. 2. Samples of different types of joints.	Students to: explain how to prepare surfaces for different types of joint for welding.
4	Selection of joint for welding	Students should be able to: select joints for welding.	Selection of joints for welding.	Guides students in selection of joint for welding.	Listen and write down note.	Samples of materials to the welded.	Students to be able to select joints for welding.
5	Marking out	Students should be able to: 1. define marking out. 2. list marking out tools and their uses. 3. use marking out tools to mark different shapes.	1. Definition of marking out. 2. Marking out tools and their uses. 3. Marking out exercises.	1. Explains meaning of marking out 2. Explains the uses of various types of marking out tools. 3. Guides students in marking out of primary shapes such as, triangle square, rectangle, cylinder etc.	1. Listen and write notes. 2. Perform simple marking out exercises.	1. Marking out tools. 2. Metal plate. 3. Snip.	Students to: 1. list five marking out tools.. 2. define marking out. 3. mark and cut out the given primary shapes: i. triangle ii. square iii. rectangle iv. cylinder

FABRICATION AND WELDING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Cutting and bending sheet metals	Students should be able to: cut out and bend metals into appropriate shapes.	1. Cutting of metals into shapes. 2. Forming of sheet metals into shapes. 3. Joints allowance	1. Explains the machines and tools and for forming metals into shape. 2. Explains the process of forming metals into shapes.	1. Listen and take down notes. 2. perform simple cutting and forming exercises.	1. Anvil 2. Snip 3. Mallet 4. Stakes 5. Guillotine 6. Folding bar 7. Chisel	Students to: list five tools used for cutting and forming sheet metals into shape.
7.	Soldering of sheet metals	Students should be able to: 1. define soldering. 2. know tools and equipments used in soldering .	1. Definition of soldering. 2. Tools and equipment used in soldering.	1. Defines soldering 2. Lists and explains tools and equipment used in soldering	Listen and write down note.	1. Solder 2. Soldering iron 3. soldering flux 4. Emery paper 5. Sources of heats	Students to: 1. define soldering. 2. list 4 tools and equipment used in soldering.
8.	Soldering of sheet metals (ii)	Students should be able to: solder sheet metal.	Soldering work	Guides students to perform practical work on soldering	Perform practical work on soldering	1. Solder 2. Soldering iron 3. soldering flux 4. Emery paper 5. Sources of heats	Students to: solder formed object accurately.
9	Equipment setup for fabrication	Students should be able to: identify various tools and equipment set up for fabrication.	Equipment and tools setup for fabrication.	Guides students to identify the various tools and equipment setup for fabrication.	Listen and writer down notes on guillotines, snips, folding bars, stakes etc.	Videos, charts and workshop demonstration of tools and equipments.	Students to: list 5 tools and equipment setup for fabrication.
10	Equipment setup for fabrication	use the following equipment for fabrication work i. guillotine ii. cutting tools iii. folding bar iv. stakes v. grinding machine vi. bending machine	Equipment for fabrication.	Guides students to setup the following equipment for fabrication i. Grinding machine ii. Cutting tools iii. Banding Machine iv. Folding bar etc.	participate on the use of equipment setup for fabrication	Grinding machine, bending machine, cutting machine folding machines etc.	List the uses of the following machines. i. Grinding ii. Bending iii. Folding iv. Cutting tools
11	REVISION						
12	EXAMINATION						

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS I
FIRST TERM

THEME: WORKSHOP SAFETY AND REGULATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Causes of accidents in electrical installation work shop	Students should be able to: identify the cause of accidents in electrical installation work.	Hazards in electrical installation work.	Explains causes of accidents in installation work.	Observe accidents posters displayed in the workshop	Posters, charts, software on accidents, causes and prevention.	Students to: state causes of accidents.
2	Prevention of accidents in electrical installation workshop	Students should be able to: explain how to prevent accidents in electrical installation.	1. Types of accident 2. How to prevent accident.	Explains how to prevent accident.	Display posters in the workshop.	Charts and software on accidents in electrical installation.	Students to: 1. explain prevention of accident 2. take precautions to avoid accidents.
THEME: WORKSHOP SAFETY RULES AND REGULATIONS							
3.	Measuring tools I	Students should be able to: identify measuring instruments.	Types and uses of measuring instruments.	States types and uses of measuring instrument.	Observe and demonstrate use of measuring instruments.	Measuring instruments e.g. Ammeter, voltmeter, ohmmeter, multimeter.	Students to: list at least 3 types of measuring instrument and state their uses.
THEME: WORKSHOP SAFETY RULES AND REGULATIONS							
4.	Measuring tools II	Students should be able to: read measuring instruments accurately.	Practical application of measuring instruments.	Demonstrates use of measuring instruments.	Observe and demonstrate use of measuring instruments.	Measuring instrument e.g. AVO meter.	Students to: connect the instrument to a simple circuit and read accurately.
5.	Marking tools I	Students should be able to: identify marking tools.	Types and uses of marking tools e.g. scriber.	States types of marking tools.	Demonstrate use of marking tools.	Scriber	Students to: list and explain the use of scriber.

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS I
FIRST TERM

THEME: WORKSHOP SAFETY RULES AND REGULATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Striking tools	Students should be able to: identify striking tools.	Types and uses of striking tools e.g. punch.	State types of striking tools	Demonstrate use of striking tools	Punch	Students to: list and explain the use of punch.
7.	Cables I	Students should be able to: identify types of cables.	Types of cables	Display various types and sizes of cables	Observe displayed cables	Length of cable e.g. PVC	Students to: list and explain sizes of cables
8.	Cables II	Students should be able to: prepare a cable for use.	Preparation of cables	Display types of cable and demonstrate the preparation for use	Demonstrate cable preparation and use	Length of cable	Students to: state at least 3 types of cables and prepare one for use
THEME: WORKSHOP PRACTICES							
9	Working drawing I	Students should be able to: interpret working drawing (circuit and diagram)	Electrical symbols e.g. switches lamp holders socket outlets etc.	1. Illustrates different symbols. 2. Explain the inter connection of symbols.	Observe and draw some symbols	Circuit charts with symbols.	Students to: draw at least 5 electrical symbols.
10	Working drawing II	Students should be able to: 1. identify the accessories required for a job from the drawing.	Electrical accessories (e.g. lamp holders ceiling rose, joint box etc).		Identify different types of accessories.	Wiring diagram with different accessories.	Students to: draw wiring diagram of a living room indicating the position of accessories.
11	REVISION						
12	EXAMINATION						

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS I
SECOND TERM

THEME: WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Working drawing I	Students should be able to: draw the wiring diagram.	Scale and position of accessories on drawing.	Illustrates how to scale to determine size and length of building.	Practice use of scale in drawing.	Wiring diagram and charts.	Students to: draw wiring circuit or diagram indicating the position of accessories.
2.	Working drawing II	Students should be able to: interpret working drawing (circuit and diagram).	Interpretation of working drawing (circuit and wiring diagram).	Illustrates with diagram.	Design the wiring of a living room.	Wiring diagram and charts.	Students to: identify or interpret circuit diagram.
3.	Generation system	Students should be able to: draw a circuit diagram of a generating station.	Types of generating station (e.g. hydro, gas turbine, etc).	Illustrates with diagram a generating station.	Design a block diagram of a generating station.	Posters and charts.	Students to: draw the diagram of a generating station.
4.	Transmission system	Students should be able to: draw a circuit diagram of a transmission lines.	Definition and method with diagram.	Illustrates with diagram a transmission system.	Design a transmission line system.	Wiring diagram and charts.	Students to: draw the diagram of a transmission system.
5.	Distribution (Grid) system	Students should be able to: draw the circuit diagram of a distribution system.	Electrical installation circuit.	Illustrates with a diagram distribution system.	With the aid of diagram, illustrate the distribution of electricity.	Wiring diagram showing distribution lines and chart.	Students to: draw the diagram of the distribution system.
6.	Surface wiring I	Students should be able to: identify the sizes of cable and conductors to be used for surface wiring.	Sizes of cables and conductors.	Displays sizes and types of cable.	Observe displayed cables.	Different sizes of cables.	Students to: mentions sizes of cables.

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS I
SECOND TERM

THEME: WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Surface wiring II	Students should be able to: identify the materials use for surface wiring.	Wiring materials.	Displays carious materials for wiring.	Observed displayed materials.	Wiring clips, raw drill, portable drilling machine.	Students to: list at least 3 materials for surface wiring.
8.	Surface wiring III	Students should be able to: identify tools for surface wiring.	Wiring tools.	Displays different types of tools for wiring.	Observed displayed tools.	Tools (e.g. Hammer, insulated pliers, side cutters screw driver gimlet, pen knife.	Students to: list at least 3 tools for surface wiring.
9	Surface wiring IV	Students should be able to: understand the current rating of cables.	Current rating of cables.	Explains current rating of cable.	Observe and state various cable rating.	Cable of different sizes.	Students to: list 3 factors affecting current rating of a cable.
10	Surface wiring V	Students should be able to: carry out surface wiring.	Practical wiring point of light.	Demonstrates surface wiring.	Wire a point of light controlled by one way switch.	Wiring accessories and tools.	Students to: wiring a point of light controlled from two independent positions.
11	REVISION						
12	EXAMINATION						

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS I
THIRD TERM

THEME: WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Conduit wiring I	Student should be able to: define conduit wiring.	Definition of conduit wiring.	Explains conduit wiring.	Observe displayed components.	Sizes of PVC conduit pipes.	Student to: define conduit wiring.
2.	Conduit wiring II	Students should be able to: identify various types of conduit wiring.	Types of conduit wiring	Explain types of conduit wiring e.g. light gauge conduit, heavy gauge conduit, flexible metallic conduit, non metallic conduit.	Students observe ways of conduit wiring.	Conduit materials	Students to: 1. list 3 types of conduit wiring.
THEME: PROTECTIVE DEVICES AND MAINTENANCE							
3.	Installation of protective devices I	Students should be able to: list the advantages and disadvantages of conduit wiring.	Advantages and disadvantages of conduit wiring.	Teacher explain advantages and disadvantages.	Observe displayed components.	Sizes of PVC conduit pipes and materials.	Students to: list 3 advantages and 3 disadvantages of conduit wiring.
4.	Installation of protective devices II	Students should be able to: list components for conduit wiring.	Conduit wiring components.	1. Identify conduit components. 2. Displays conduit components. 3. Explain their uses.	Observe display components.	1. Circular boxes e.g. terminal, angle tee 4 ways, knock out. 2. Bending spring e.g. distribution board, chisel, hack saw, stove etc.	Students to: list 5 components of conduit wiring.
5.	Conduit wiring piping wiring and fittings	Students should be able to: carry out conduit wiring on piping, wiring and fittings.	1. Piping 2. Wiring 3. Fittings	Demonstrate conduit wiring.	Carry out piping and wiring.	Bending spring, distribution board, union gum etc.	Students to: list 3 components of piping materials.

ELECTRICAL INSTALLATION AND MAINTENANCE WORK
SS I
THIRD TERM

THEME: WORKSHOP PRACTICES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Protective devices	Students should be able to: identify protective materials for conduit wiring.	(Protective devices) (Fuses, circuit breakers etc).	Displays and explain the function of protective devices.	Observe the displayed protective devices.	Circuit breakers, fuse, charts posters and software.	Students to: identify 2 protective devices.
7.	Working principles and application of fuses and circuit breakers	Students should be able to: explain its working principles	Applications of fuses and circuit breakers.	Explains the working principle and the application of protective devices.	Sketch and label the components of circuit breakers and fuses.	Circuit breaker and fuse	Students to: explain their working principles.
8.	Current rating of fuse, fusing current and earthing	Students should be able to: state their application and uses.	Rating of materials	Calculates current rating of fuses, fusing factors and fusing current.	Calculate current rating of fuses.	Ruses, charts and posters.	Students to: calculate the current rating of fuses in a circuit of known voltage and resistances.
9	Calculate current rating of fuses, fusing factors and fusing current	Students should be able to: state their application and uses.	Fusing factors and fusing current.	Calculates current rating of fuses, fusing factors and fusing current.	Calculate current rating of fuses.	Circuit breakers and fuse	Students to: calculate the current rating of fuses in a circuit of known voltage and resistances.
10	IEE regulations covering earthing and protective devices	Students should be able to: state the relevant regulative.	Regulations covering earthing and protective devices.	Emphasizes the IEE regulations that deal with earthing and the protective devices.	Sketch and label the component.	Circuit breakers and fuses.	Students to: 1. define the following: 1. earthing 2. circuit protective (earth continuity) 3. earth electrode.
11	REVISION						
12	EXAMINATION						

RADIO TELEVISION AND ELECTRONIC WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB THEME: WORKSHOP SAFETY RULES AND REGULATIONS							
1	Sources and preventions of hazards	Students should be able to: 1. state the sources of hazards. 2. list workshop safety rules and regulations. 3. observe safety rules and regulations. 4. list types of workshop fire fighting materials.	1. Concept of safety 2. Sources of hazards: a. electric shock b. damp or we floor. c. wrong handling of tools. d. improper workshop dressing e. Horse play in the workshop 3. Safety	1. Explains causes of hazard or accident. 2. Emphasizes different ways of preventing workshop accidents, 3. Explains safety rules and regulations. 4. Shows students safety devices. 5. Demonstrates safe work habit.	1. Participate activity in class discussion. 2. Demonstrate safe work habit. 3. Practice safe work habit. 4. State safety precautions in the workshop verbally 5. Practice the use of fire extinguishers, sand, buckets etc.	Charts Video tapes showing safety practices greet	Student to: 1. list workshop safety rules and regulations. 2. explain accident prevention measures. 3. list two types of five fighting materials and equipments.
THEME 2: BASIC ELECTRICITY							
2	Structure of matter I	Students should be able to: 1. define mater, molecule, Atom, nucleus and Electron. 2. draw an atom showing its parts.	1. Definition of matter 2. Structure of matter 3. Atom and its parts	Explains the structure of matter using sketch or char.	1. Listen attentively 2. Ask and answer question 3. Take down notes.	Chart, video clip showing structure of an atom, video/VCD/DVD player monitor.	Student to: 1. define matter, 2. draw and properly label an atom e.g. hydrogen, helium, etc.
3	Conductors, insulators and semi-conductors II	Students should be able to: 1. List different types of conductors, insulators and semi-conductors. 2. Identify conductors, insulators and semi-conductors.	1. Conductors/conducting materials (e.g. brass aluminum, copper, gold etc.) 2. Insulators/insulating materials (non-conducting materials) air, glass, paper, dry wood etc. 3. Semi-conductors/semiconducting materials (e.g. germanium, silicon, gallium, arsenide etc.	Explains conductor, insulator and semi-conductor showing their samples.	1. Listen and participate actively in class discussion. 2. Identify conductors, insulators and semi-conductors.	Block samples of conductors, insulators and semi-conductors.	Students to: state the differences between conductor insulator and semi-conductors.

RADIO TELEVISION AND ELECTRONIC WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME 2: BASIC ELECTRICITY							
4	Current, voltage and resistance	Students should be able to: 1. define current, voltage, resistance and state their units and draw their symbols. 2. state the relationship between current, voltage and resistance.	1. Definition of voltage, current and resistance. 2. Unites and symbols of current, voltage and resistance. 3. Relationship between current, voltage and resistance.	1. Explains current, voltage and resistance. 2. Writes their symbols and states their units. 3. Explains relationship between current, voltage and resistance.	1. Listen and participate actively in class discussion. 2. Take notes and answer question.	Chart showing symbols and units of current voltage and resistance.	Students to: 1. define current, voltage and resistance. 2. write their units and symbols.
5	Attraction and repulsion of charges	Students should be able to: 1. define attraction and repulsion of charges. 2. state laws of attraction and repulsion	1. Laws of attraction and repulsion of charges.	1. Explains attraction and repulsion of charges. 2. States the laws of attraction and repulsion using sketch or chart.	1. Listen and participate actively in class discussion. 2. Ask and answer questions. 3. Take notes	Chart showing attraction and repulsion	Students to: state the laws of attraction and repulsion of charges.
6	Electronic components	Students should be able to: 1. identify and name different types of electronic components. 2. draw their graphic symbols.	Identification of components by name, type, graphic symbol, value and ratings e.g. resistors, capacitors, inductors, diodes, transformers, transistors, integrated circuit (IC) etc.	1. Provides different types of electronic components. 2. Provides chart or sketch showing the various component symbols.	Identify various electronic components by name.	1. Different types of electronic components. 2. Charts showing electronic components.	Students to: list name and draw the graphic symbols of different types of electronic components.

RADIO TELEVISION AND ELECTRONIC WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: ELECTRONIC TOOLS AND INSTRUMENT							
7	Electronic hand tools	Students should be able to: 1. identify and elect common electronic hand tools. 2. state the uses of the electronic hand tools sketch hand tools and label the parts. 3. remove electronic components using suitable soldering equipment and techniques.	1. Types of hand tools: Screw driver, diagonal cutters, soldering lead, soldering iron, lead sucker, or disordering tool, pocket knife, stripper and soldering wick. 2. Uses of hand tools.	1. Displays the basic and tools e.g. screw drivers, diagonal cutters, soldering iron, etc. 2. Demonstrates the uses of the basic hand tools. 3. Sketches the hand tools on the chalk board.	1. Observe the hand tools displayed by the teacher. 2. Practice how to use the hand tools. 3. Draw the sketches on the chalk board.	1. Screw-drivers diagonal cutters, soldering gum, soldering iron, lead sucker, disordering tool, pocket knife, stripper, etc. 2. Chart showing the basic hand tools.	Students to: 1. identify and select common electronic hand tools. 2. state uses of electronic hand tools. 3. sketch and label the parts of electronic hand tools.
THEME: ELECTRONICS DEVICES AND CIRCUIT							
8	Meaning of electronics and electronic circuit	Students should be able to: 1. define electronics. 2. define electronic circuits.	Definition of i. electronic ii. electronic circuit.	Defines electronics and electronic circuit.	Make observations and ask questions on the definition.	Electronic panel or board.	Students to: define electronics and electronic circuit.
9	Concept of emission part one	Students should be able to: 1. define emission. 2. state the of types emission. 3. explain each of the emission stated above.	1. Definition of emission. 2. Types of emission and explanation.	1. Defines emission 2. States types of emission. 3. Explains each type of emission.	Make observations and ask questions on the definition, types.	Charts of valves, cathode ray tube (CRT) VIDEO, VCD OR DVD player and monitor.	Students to: 1. define emission. 2. state four types of emission.
10	Concept of emission part two	Students should be able to: state the applications of each type of emission.	Applications of the various emission.	States the applications (s) of the various emission.	1. Listen to the teacher, ask and answer questions. 2. Take notes	As listed on concept of emission part one.	Students to: 1. state the applications of each type of emission
11	REVISION						
12	EXAMINATION						

RADIO TELEVISION AND ELECTRONIC WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB THEME: ELECTRONICS DEVICES AND CIRCUIT							
1	Photo-electric devices	Students should be able to: 1. define photo-electric device. 2. list types of photo electric device 3. state the applications of photoelectric devices.	1. Definition of photoelectric device. 2. Types of photoelectric device 3. Applications of photoelectric devices.	1. Defines photoelectric device. 2. Lists types of photo electric devices 3. Explains the uses of photoelectric devices	1. Examine the photoelectric devices displayed by the teacher. 2. Take notes, ask and answer questions	Light emitting diode (LED) Photo diode light dependant resistor (LDR)	Students to: 1. define photoelectric device. 2. state three applications of photoelectric device
2	Semi-conductor devices I	Students should be able to: 1. explain the operation of pn junction. 2. explain the operation of semi-conductor diodes.	1. Simple semi-conductor theory: the P-N junction. 2. Types of semi-conductor diodes.	1. Explains the operation of P-N Junction. 2. Displays various types of semi-conductor diodes.	1. Take notes and ask questions. 2. Examine the various types of semi-conductor diodes.	1. Assorted semi-conductor diodes, soldering iron, lead or solder. 2. Digital millimeter. 3. Vero-board 4. Chart showing biasing of P-N junction (forward and reverse biasing).	Students to: explain the operation of semi-conductor diodes.
3	Semi-conductor devices II	Students should be able to: 1. define rectification. 2. describe rectification in a diode circuit.	1. Rectification on semi-conductor diodes. 2. Types of rectification 3. Principles of operation of semi-conductor diodes.	1. Describes the concept of rectification. 2. Explains the operation of semi-conductor diodes.	1. Listen attentively to the teachers. 2. Ask and answer questions.	As listen on semi-conductor devices.	Students to: 1. define rectification. 2. describe rectification with a diode circuit.

RADIO TELEVISION AND ELECTRONIC WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: 4 ELECTRONIC DEVICES AND CIRCUIT							
4	Semi-conductor devices III	Students should be able to: 1. list types of semi-conductor diodes. 2. state applications of semi-conductor diodes.	1. Characteristics of semi-conductor diodes. 2. Applications of semi-conductor diodes.	Involves students in setting up of rectifier circuits.	Watch teacher on how to set up rectifier circuits.	As listed on semi-conductor devices.	Students to: set up rectifier circuits.
THEME: 5 ELECTRONIC COMMUNICATION SYSTEMS							
5	Electronic communication systems I	Students should be able to: 1. define electronic communication system. 2. draw and label the block diagram of an electronic communication system	1. Definition of electronic communication systems. 2. Types of communications systems and their differences.	1. Explains electronic communication systems using charts or video clips. 2. Explains different types of electronic communication systems and their differences.	1. Listen attentively and participate in class discussion. 2. Examine different electronic communication systems and identify them.	Block diagram of an electronic communication system, highlighting source, channel and destination.	Students to: 1. define electronic communication system. 2. name types of electronic communication system.
6	Electronic communication systems II	Students should be able to: state the functions of each block of the electronic communication system	Operation and function of each stage.	Explains the functions of each block in the communication diagram.	Ask and answer questions.	As listed on electronic communication systems.	Students to: state the function of each block in the communication diagram.
7.	Electronic communication systems III	Students should be able to: 1. define noise in communication system. 2. classify noise into two broad categories	1. Noise in communication system: a. internal noise b. external noise	1. Defines noise in a communication system. 2. Explains the effects of noise in electronic communications systems	1. Listen attentively to the teacher. 2. Ask and answer questions 3. Take notes	As listed on electronic communication system	Students to: define noise in electronic communication system

RADIO TELEVISION AND ELECTRONIC WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE																		
				TEACHERS	STUDENTS																				
THEME: 4 ELECTRONIC DEVICES AND CIRCUIT																									
8	Electronic communication systems IV	Students should be able to: 1. define electromagnetic spectrum. 2. classify frequency bands into: a. very low frequency (VLF) b. short wave (SW) c. very high frequency (VHF) d. ultra high frequency (UHF)	1. Definition of electromagnetic spectrum. 2. Types of waves in the electromagnetic spectrum. 3. Specify the frequency of ranges in the electromagnetic.	1. Defines electromagnetic spectrum. 2. List the waves spectrum 3. specifies the range of frequency on electromagnetic spectrum.	Listen attentively and take notes	Chart or sketch showing wave propagations	Students to: 1. define electromagnetic spectrum 2. classify the frequency band																		
9	Electromagnetic spectrum	Students should be able to: Indicate the applications of frequency ranges <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>frequency</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>30 KHZ</td> <td>VLF</td> </tr> <tr> <td>30 KHz-300KHz</td> <td>LF</td> </tr> <tr> <td>300 KHz-3MHz</td> <td>MF</td> </tr> <tr> <td>3MHz-30MHz</td> <td>HF</td> </tr> <tr> <td>30MHz-300MHz</td> <td>VHF</td> </tr> <tr> <td>300MHz-3GHz</td> <td>UHF</td> </tr> <tr> <td>3GHz-30GHz</td> <td>SHF</td> </tr> <tr> <td>30GHz-300GHz</td> <td>EHF</td> </tr> </tbody> </table>	frequency	Name	30 KHZ	VLF	30 KHz-300KHz	LF	300 KHz-3MHz	MF	3MHz-30MHz	HF	30MHz-300MHz	VHF	300MHz-3GHz	UHF	3GHz-30GHz	SHF	30GHz-300GHz	EHF	1. Propagation of waves 2. Functions of various waves.	1. Explains radio wave propagation. 2. States the functions of the various waves.	1. Ask and answer questions 2. Take notes	As listed on electromagnetic spectrum.	Students to: indicate the applications of frequency ranges.
frequency	Name																								
30 KHZ	VLF																								
30 KHz-300KHz	LF																								
300 KHz-3MHz	MF																								
3MHz-30MHz	HF																								
30MHz-300MHz	VHF																								
300MHz-3GHz	UHF																								
3GHz-30GHz	SHF																								
30GHz-300GHz	EHF																								
REVISION																									
EXAMINATION																									

RADIO TELEVISION AND ELECTRONIC WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB THEME: ELECTRONICS COMMUNICATION SYSTEMS							
1	Transducers I	Students should be able to: 1. state the definition of transducers 2. list transducers 3. state of function of: a. loudspeaker	1. Definition of transducers employed in electronic communication system. 2. Types of transducers	1. Defines transducer 2. List types of transducers 3. Displays different types of transducers	Listen attentively to the teacher	Loudspeaker, microphone, video camera and video display unit such as CRT or LCD	Students to: 1. define transducer 2. list types of transducers.
2	Transducers II	Students should be able to: 1. state the functions of the transducers: a. Loudspeaker b. Microphone c. Video camera d. Video display unit (Cathode ray tube (CRT) and liquid crystal display (LCD)	Functions microphone, loudspeaker, video camera, video display unit.	1. Explains the functions of the following: a. loudspeaker b. microphone c. video camera etc.	Participate in class discussion, ask and answer questions.	As listed on transducers.	Students to: explain the functions of transducers.
3	Modulation I	Students should be able to: 1. define modulation 2. list types of modulation. 3. explain types of modulation.	1. Definition of modulation. 2. Types of modulation, amplitude, frequency phase etc.	1. Defines modulation. 2. Explains the principle of modulation and state the different types.	Ask and answer questions.	Charts or sketches showing detector stage in AM and FM receivers.	Students to: 1. define modulation. 2. state types of modulation.
4	Modulation II	Students should be able to: 1. sketch AM envelops. 2. explain carrier wave 3. explain the function of carrier wave in radio communication.	1. AM wave form - FM wave form - Indication of percentage of amplitude modulation - modulation peaks and valleys. 2. Carrier wave	1. Sketches AM and FM envelops. 2. States the advantages of FM over AM. 3. Explains carrier wave 4. Explains the function of carrier wave in radio communication.	Work exercises on percentage modulation	Chart or sketch showing AM and FM envelopes	Students to: 1. draw AM and FM envelop. 2. state the advantages of FM over AM 3. explain the functions of carrier waves.

**RADIO TELEVISION AND ELECTRONIC WORK
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB THEME: ELECTRONICS COMMUNICATION SYSTEMS							
5	Demodulation	Students should be able to: 1. define demodulation. 2. name types of demodulation. 3. state one way demodulation is important.	1. Definition of demodulation 2. Types of demodulation AM, FM, etc.	1. Defines and explains demodulation. 2. Mentions types of demodulation for AM and FM etc. receivers.	1. Listen attentively 2. Ask and answer questions.	Charts or sketches showing detector stage in the AM and FM receivers.	Students to: 1. define demodulation 2. name types of demodulation
THEME: 6 WORKSHOP PRACTICE AND MAINTENANCE							
6	Soldering and disordering in electric circuits	Students should be able to: 1. state the precautions to be observed while soldering 2. desolder transistor, diode, and capacitor without damage.	1. Techniques of soldering and disordering. 2. Precautions while soldering and disordering	1. States the precautions to observe while soldering and desoldering. 2. Demonstrates the correct technique for desoldering simple electronic devices/components.	1. Take notes on the safety precautions to observe while soldering and desoldering. 2. Correct techniques to be used.	Soldering iron, lead sucker, source of heat, etc.	Students to: state precautions to be observed while soldering and desoldering.
7	Types of solder and type of flux	Students should be able to: 1. define solder 2. list types of solder 3. state the functions of solder 4. define flux 5. list types of flux 6. state the functions of flux	1. Definition of solder 2. Types of solder 3. Function of solder 4. Definition of flux 5. Types of flux 6. Functions of flux	1. Defines solder. 2. Lists types of solder. 3. States the functions of solder. 4. Defines flux 5. Lists types of flux. 6. states the functions of flux.	1. Listen attentively, ask and answer questions 2. Take notes	As listed on soldering and desoldering.	Students to: 1. define solder 2. list types of solder 3. define flux 4. list types of flux 5. list functions of flux

RADIO TELEVISION AND ELECTRONIC WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
THEME: 6 WORKSHOP PRACTICE AND MAINTENANCE							
8	Electronic measuring instruments I	Students should be able to: 1. define electronic measuring instrument. 2. name types of measuring instruments. 3. state differences between measuring instruments.	1. Definition of electronic measuring instrument. 2. Types of measuring instruments. 3. Difference in measuring instruments.	1. Defines electronic measuring instruments. 2. Lists types of measuring instruments 3. States differences in measuring instruments.	1. Participate in class discussion. 2. Take notes.	Analog multimeter, digital multimeter both on AC and DC powered circuits.	Students to: 1. define electronic measuring instrument. 2. name types of measuring instrument. 3. state differences between measuring instruments.
9.	Electronic measuring instruments II	Students should be able to: 1. state uses of multimeter. 2. uses multimeter to measure the correct value of current, voltage and resistance in passive and active electronic components and circuits. 3. Explain the multimeter controls.	1. Uses of multimeter to measure the correct value of current, voltage and resistance in passive and active electronic components and circuits. 2. Multimeter controls.	1. Demonstrates how to measure the correct value of current, voltage and resistance in active and passive electronic components and circuits. 2. Demonstrates how to use multimeter controls.	Practise the use of multimeter to measure the correct values of current, voltage and resistance in active and passive components and circuits.	As listed on electronic measuring instruments	Students to: use multimeter to determine the correct values of current, voltage and resistance in active and passive electronic components and circuits.
10	Electronic measuring instruments III	Students should be able to: state the safety precautions to be observed, when a multimeter is in use.	Safety precautions for a multimeter.	Explains the various safety precautions when a multimeter is in use.	Take notes on the necessary precautions associated with the use of multimeter.		Students to: state precautions to be observed when a multimeter is in use.
11	REVISION						
12	EXAMINATION						

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Workshop and Site Safety I	Students should be able to: (1) enumerate safety precautions at work site. (2) state causes of hazard on work site.	(1) Various safety rule at work site. (2) Factory act of safety of workers. (3) First aid box.	(1) Draws safety chart. (2) Discussions need for safety. (3) Shows films or slide on safety in building site.	(1) Identify safety chart. (2) Put on safety material. (3) Identify and explain material in safety first aid box.	(1) Safety chart. (2) First aid box.	Students to: (1) define safety rule. (2) list materials in first aid box.
2	Workshop and Site Safety II	Students should be able to: (1) list method of prevention of hazard in workshop. (2) observe the various safety measure on work site. (3) state purpose of safety rule in workshop and site.	(1) Safety device (2) Purpose of safety (3) Safety rule and regulation.	(1) Explains safety device. (2) Demonstrates safety Measures. (3) Lists and explains first aid box materials.	(1) Identify and explain safety devices. (2) State purpose of safety rules.	(1) Safety device chart. (2) First aid box chart. (3) Film and side on safety.	Students to: (1) explain uses of first aid box material. (2) state purpose of safety.
3	Building Team I	Students should be able to: (1) list members of building team. (2) state their various functions.	(1) Various members of the building team. (2) Functions and responsibilities.	(1) Identifies members of building team. (2) Discusses their functions.	(1) List members building team. (2) Explain functions of building team member.	Organizational chart.	Students to: (1) define the term building team. (2) explain function of each member.
4	Building Team II	Students should be able to: (1) outline the duties of the statutory personnel. (2) draw the organizational chart.	(1) Statutory personnel (2) Functions of statutory personnel (3) Organizational chart.	(1) Draws the organizational chart. (2) Lists members of statutory personnel (3) Explains their duties.	(1) Identify member of statutory personnel (2) Explain the duties of statutory personnel.	(1) Chart (2) Chalkboard (3) Demonstration.	Students to: (1) explain the term statutory personnel. (2) state the functions of each statutory personnel.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Basic tools and equipment in use I	Students should be able to: (1) list various hand tool and equipment (2) sketch the hand tool.	(1) Identification of various hand tool (2) Sketching of basic hand tool	(1) Lists and identifies basic hand tools and equipment. (2) Sketches the hand tool.	(1) List the basic hand tool and equipment (2) Sketch the various hand tools.	(1) Basic hand tool and equipment. (2) Diagram of the hand tools.	Students to: (1) list various basic hand tools. (2) make sketch of the hand tool.
6	Basic tools and equipment in use II	Students should be able to: (1) identifies hand tools. (2) state the function of hand tools. (3) Care and maintenance of each tool after use.	(1) Function and uses of basic hand tools. (2) Care and maintenance of basic hand tool and equipment.	(1) Identifies tools by name. (2) States the use or function of the hand tools. (3) Explains the reason for care and maintenance of hand tools. (4) States procedure for maintenance of each hand tools.	(1) Explain uses of various hand tools. (2) State reasons for maintenance and caring for hand tools.	(1) Diagram of various hand tools. (2) Board explanation on how to maintain hand tools.	Students to: (1) give reason why hand must be maintained. (2) explain how you maintain a hand tool after day used.
7	Site and workshop organization I	Students should be able to: (1) define site (2) describe site preliminary operations.	(1) Building site (2) Preliminary operation.	(1) Defines building site. (2) Discussions preliminary operations.	(1) Define building site. (2) List preliminary operation.	(1) Site (2) Layout (3) Chart.	Students to: define building site.
8	Site and workshop organization II	Students should be able to: (1) explain procedure for site layout (2) identity source of labour material and utilities.	(1) Site layout (2) Site safety (3) Materials labour local sources and utilities.	(1) Discusses site layout procedure (2) Identifies local sources of labour, materials and utilities (water and electricity).	(1) Define building site. (2) State procedure for laying out site (3) State sources of labour, materials and utilities.	(1) Site (2) Layout (3) Chart.	Students to: list sources of local labour materials and utilities.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Site preparation and setting out I	Students should be able to: (1) describe site preparation. (2) list hand tool for site preparation sketch hand tool for site preparation.	(1) Define site preparation and instigation and equipment for site clearing. (2) Factors affecting choice of site or building project.	(1) Describes site clearing and investigation. (2) Lists tools and equipment. (3) Discusses factor affecting choice of site.	(1) Explain site clearing and investigation. (2) List tool and equipment use for site clearing (3) State factor affecting choice of a site.	Clearing tool (cutlass digger) etc.	Students to: (1) describe site preparation procedure. (2) list site clearing tools (3) give reason for site investigation.
10	Site preparation and setting out II	Students should be able to: (1) list various leveling techniques. (2) Describe method of setting. (3) list equipment for setting out.	(1) Explain leveling techniques and method. (2) State methods of setting out. (3) Emphasizes need for accurate measurement (4) Setting out tools.	(1) Explains leveling techniques. (2) States method of setting. (3) Emphasizes need for accurate measurement. (4) Discusses setting out tools and equipment.	(1) Describe leveling techniques (2) State and explain 3 method of leveling technique (3) Identify at least three method of setting. (4) Lists tools and equipment for setting out.	Setting out tools builders square Theodolite, measuring tape, pegs hammer, profile board, building line.	Students to: (1) state methods of leveling (2) state method of setting out a building. (3) list tools and equipment for setting out a building.
11	REVISION						
12	EXAMINATION						

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Excavation of Trenches I	Students should be able to: (1) define the term excavation. (2) state the function of excavation. (3) identify and list method of excavation and tools.	(1) Concept of excavation (2) Method of excavation (3) Tools for excavation (4) Functions of excavation.	(1) Explains the term excavation. (2) State functions of excavation. (3) Discusses methods of excavation.	(1) Define excavations (2) List reason for excavation (3) Explain various of excavation	(1) Shovel (2) Spade (3) Digger.	Students to: (1) describe the term excavation (2) state function of excavation (3) state method of excavation. (4) list simple tool for excavation.
2	Excavation of Trenches II	Students should be able to: (1) identify the various types of soil. (2) state types of soil test.	(1) Soil classification and types. (2) Soil test	(1) Discussions soil classification and soil types. (2) Discusses soil test types.	(1) Explain soil classification. (2) List soil types and soil types test.	Soil samples for visual identification.	Students to: (1) identify and differentiate various soils.
3	Building foundation I	Students should be able to: (1) explain purpose of foundation. (2) describe various types of foundation.	(1) Definition of foundation. (2) Purpose of foundation. (3) Types of foundation (Strip, pile, raff, pad etc.).	(1) Defines foundation. (2) Explains purpose of foundation. (3) Sketches and discusses types of foundation.	(1) Define foundation. (2) Sketch and identify various types of foundation.	Charts of various foundation.	Students to: (1) explain purpose of foundation. (2) list five types of foundations.
4	Building foundation II	Students should be able to: (1) define soil bearing capacity. (2) list and describe factors influencing choices of foundation.	(1) Define soil bearing capacity. (2) Factors influencing choice of foundation types of soil, type of structure, proximity to existing structure.	(1) Explains bearing capacity of soil (2) Discusses factors influencing choice of foundation.	(1) Define bearing capacity of soil. (2) List factor influencing choice of foundation.	Board demonstration and discussion of factors influencing choice of foundation.	Students to: (1) define bearing capacity of soil (2) list factors influencing choice of foundation.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Tools and equipment in block/brick laying	Students should be able to: (1) list various tools and equipment use for block/brick laying. (2) identify and sketch each tools. (3) state the uses of each tools.	(1) Identification and uses of each block/brick laying tools. (2) Simple maintenance of the tools.	(1) Displays the various block/bricklaying tools. (2) Explains the use of various hand tool (3) States the simple methods of maintenance and case of tools.	(1) Identify various tools for block/bricklaying (2) Explain the uses of the identified tool (3) Describe simple methods of care of tools.	Basic block/bricklaying tools.	Students to: (1) list four block/bricklaying tools. (2) sketch four block/bricklaying tool and state their uses.
6	Manufacture, application and properties of block/brick laying I	Students should be able to: (1) state the manufacturing process of block. (2) identify the material use for block manufacture (3) describe use of block (4) list properties of block.	(1) Manufacturing process of block (2) Material used for block (sand, cement and water). (3) Types of block properties.	(1) Describes methods of manufacturing block. (2) Identifies and explain various materials in use. (3) States the properties of various types of block.	(1) Explain the manufacturing process of block (2) Identify the materials used for block (3) List properties of block types.	Sand, cement, water, mould.	Students to: (1) list and explain various manufacturing process of block (2) identify materials for making block (3) list types of block and four properties of block.
7	Manufacture, application and properties of block/brick laying II	Students should be able to: (1) state the manufacturing process of brick (2) identify the material use for brick manufacture (3) describe use of brick (4) list properties of brick.	1) Manufacturing process of brick (2) Material used for brick (clay, water, Laterite, mould) (3) Types of brick properties.	(1) Describes methods of manufacturing brick. (2) Identifies and explain various materials in use. (3) States the properties of various types of brick.	(1) Explain the manufacturing process of brick (2) Identify the materials used for making brick (3) List properties of brick types.	(1) Clay (2) Laterite, water, mould.	Students to: (1) list materials for makings brick. (2) list four type of brick. (3) list four properties of brick.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Concreting Tools and Equipment	Students should be able to: (1) identify the common concrete tools and equipments. (2) state the uses of concrete tools. (3) sketch and explain method of maintenance and care for concrete tools.	(1) Concreting tools and equipments. (2) Uses of concreting tools and equipment. (3) Maintenance and care for concreting tools and equipments.	(1) Displays concreting tools and equipments. (2) Explains their uses. (3) Explains maintenance and care for concreting tool and equipments. (4) Carries out maintenance work on the tools and equipments.	(1) Identify concreting tools and equipments. (2) State their uses. (3) Explain maintenance and care for concreting tools and equipments.	(1) Display chart of shovel, spade, head pan, spirit level, (2) Wheel barrow (3) Straight edge (4) Bucket water (5) Concrete mixer.	Students to: (1) list five concrete tools and equipment and their uses. (2) explain method of care and maintenance of concreting tools and equipments.
9	Concreting Materials I	Students should be able to: (1) identify the various components of concrete (2) define the term concreting. (3) state the functions of various concrete components.	(1) Various components of concrete (2) Concreting (3) Functions of various components of concrete.	(1) Explains the various components of concrete (2) Explains the functions of various components of concrete (3) Discusses the term concreting.	(1) List the various component of concrete (2) Explain the functions of various component of concrete (3) Define the term concreting.	(1) Sand (2) Cement (3) Gravel or crush stone (4) Water.	Students to: (1) state three component of concrete. (2) define the term concreting.
10	Concreting Materials II	Students should be able to: (1) differentiate between coarse and fine aggregate (2) list types of coarse and fine aggregate (3) explain mixing proportion of concrete (4) state the properties of concrete.	(1) Coarse and fine aggregate. (2) Types of coarse and fine aggregate (3) Mixing proportion of concrete. (4) Properties of concrete.	(1) Explains the differences between coarse and fine aggregates. (2) Explains the mixing proportion of concrete (1:2:4, 1:3:6). (3) Discusses the properties of concrete and its application as construction materials.	(1) Differentiate between coarse and fine aggregate (2) State the mixing proportion of concrete.	Sand (fine aggregate, gravel (coarse aggregate cement) bonding agent or matrix water).	Students to: (1) explain the differences between coarse and fine aggregates. (2) explain mix proportion of concrete. (3) list three proportion of concrete.
11	REVISION						
12	EXAMINATION						

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Cement I	Students should be able to: (1) list properties and uses of cement. (2) list and explain types of cement.	(1) Types of cement Ordinary Portland, Rapid hardening etc. (2) Properties of cement.	(1) Identify the various types of cement. (2) Explain the characteristic and properties of cement (Portland)	(1) List the types of cement (2) State the properties of ordinary Portland cement.	A bag of ordinary Portland cement.	Students to: (1) list five types of cement. (2) state three properties of cement.
2	Cement II	Students should be able to: (1) list or outline the process of manufacture of ordinary Portland cement. (2) list materials in cement manufacture. (3) explain methods of storing cement.	(1) Manufacture process of ordinary Portland cement. (2) Materials for cement manufacturing. (3) Cement storage method (silos and bags)	(1) Describe the manufacturing process of ordinary Portland cement (2) Discusses the raw materials for cement manufacture. (3) Explain methods of cement storage.	(1) Explain the process of manufacturing ordinary Portland cement. (2) State the methods of storage of cement	A bag of ordinary Portland cement.	Students to: (1) state two methods of cement storage. (2) outline the manufacturing processes of ordinary Portland cement.
3	Finishing Tools and Equipment I	Students should be able to: (1) identify type of finishing tools and equipment (2) sketch the types of finishing hand tools.	(1) Finishing tools -Types and equipment (2) Sketch of various types of finishing tool.	(1) Display finishing tools and equipment (2) Sketch finishing tools and equipment	(1) Identify finishing and equipment (2) Make good diagram of finishing tools and equipment.	(1) Display finishing tool and equipment. (2) Trowel (3) Rollers and brushes	Students to: (1) list five finishing tool (2) draw four types of finishing tools.
4	Finishing Tools and Equipment II	Students should be able to: (1) state the uses of various types of finishing tools. (2) explain methods of care and maintenance of finishing tools.	(1) Uses of finishing tools. (2) Care and maintenance of tools.	(1) Explain the uses of finishing tools and equipments. (2) Explain methods of care and maintenance of tools.	(1) State uses of finishing tools and equipments. (2) Explain method of care and maintenance.	(1) Roller (2) Brushes (3) Trowel (4) Float.	Students to: explain four reason for care and maintenance.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Characteristics of various Finishing Materials I	Students should be able to: (1) describe various types of finishing materials (2) explain the uses of finishing materials.	(1) Types of finishing materials. (2) Uses of finishing materials.	(1) State various types of finishing materials (2) Discuss uses of various types of finishing materials	(1) List various types of finishing materials (2) State the uses of these finishing materials	(1) Marble floor finishing machine (2) Water (3) Tile cutter (4) Cleaning brushes	Students to: (1) list five types of finishing materials (2) state the uses of finishing materials.
6	Characteristics of various Finishing Materials II	Students should be able to: (1) explain method of care and maintenance of finishing material. (2) state reasons for care and maintenance of finishing materials.	(1) Care and maintenance of finishing materials. (2) Reasons for care and maintenance of finishing materials.	(1) Explain the methods of care and maintenance of finishing materials. (2) Discusses the reason for care and maintenance of finishing tools.	(1) State methods of care and maintenance of finishing materials. (2) Explain reasons for care and maintenance of finishing materials.	Display (1) Cleaning brushes (2) Tile cutter.	Students to: (1) state methods of care and maintenance of finishing materials.
7	Basic Principles of substructure construction	Students should be able to: (1) identify properties of soil (2) define the bearing capacity of soil.	(1) Types of soil (2) Site and soil investigation. (3) Bearing capacity of soil. (4) Tools for manual excavation and precaution for safe working condition.	(1) Display sample of soil and explain their properties (2) Explains difference between site and soil investigation. (3) Explain safe work condition of excavation (4) Demonstrate and guide students on substructure work.	(1) List the property of soil. (2) Carry out substructure from site clearance to excavation.	Soil Samples, clan, shovel, spade, profile try square line and pin, hand pan, cement, water, helmet, boots, hand gloves overalls.	Students to: (1) list five properties of soil. (2) carry out substructure work.

BLOCK LAYING/BRICKLAYING AND CONCRETE WORK
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Ground and upper floor construction I	Students should be able to: (1) describe and state various function of floor (2) list type of floor.	(1) Functions and types of floor (2) Sketch sectioned view of 1-brick ground floor.	(1) Identify various type of floor (2) Explain their function (3) Diagram of floor (4) Sketch of sectional view of 1-brick ground floor.	(1) List types of floor (2) State the functions of various types of floor.	(1) Charts (2) Pictures (3) Sketches (4) Film slide (5) Show.	Students to: (1) list two types of floor and their functions.
9	Ground and upper floor construction II	Students should be able to: (1) describe type of floor and method of construction. (2) describe various types of flooring and their application.	(1) Types of flooring and their application. (2) Advantage of solid over hollow/suspended floor types.	(1) Identify type of floor and their application (2) Discuss the advantage of solid floor over suspended floor.	(1) List types of flooring materials (2) State advantages of solid ground floor over suspended floor.	(1) Blub (2) Cement (3) Sand (4) Water (5) Gravel (6) Trowel.	Students to: (1) list three types of flooring materials. (2) state four advantage of solid ground floor over suspended floor.
10	Ground and upper floor construction III	Students should be able to: (1) describe the equipment and method used in mixing concrete.	(1) Equipment for mixing concrete- manually and mechanically. (2) Method of mixing concrete-batching.	(1) Identify equipment for mixing concrete mechanical and manual. (2) Explain batching in method of mixing concrete materials. (3) State two method of batching.	(1) Name the equipments, manual and mechanical used for concrete mixing (2) Define batching and state two method of batching.	Shovel or spade, wheel barrow tilting drum mixer bucket or batching box.	Students to: (1) list two equipments used for mixing concrete. (2) List two method of batching concrete material for mixing.
11	REVISION						
12	EXAMINATION						

PAINTING AND DECORATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to paint	Students should be able to: 1. define and explain what painting is 2. mention and discuss two types of painting 3. list the different techniques in painting 4. name the two types of painting in the building trade. 5. name the different types of composition in pictorial painting e.g still life, imaginative composition etc.	1. Definition of painting 2. Materials for painting 3. Types of painting - Pictorial painting - Painting in building trade 4. Techniques in pictorial painting 5. Tools and equipment in decorative and spray painting	1. Initiates discussion on painting 2. Mention and discusses painting 3. Lists and explain the techniques in painting 4. Name and explains the two types of painting in the building trade. Name and explains different types of composition in pictorial painting 6. Displays photographs and illustrations of painting	1. Participate in class discussions 2. Answer and ask questions 3. Copy notes on introduction to painting	Brushes Palettes, pencils, water colour, cardboard paper, rollers, spray gun, scrapping knife, sand paper, respirator, photographs and illustration	Students to: 1. explain the term painting 2. mention the materials used in painting 3. mention techniques in painting 4. explain the terms decorative painting and spray painting 5. list the types of pictorial paintings 6. discuss the uses

PAINTING AND DECORATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2	Colour mixing and matching	Students should be able to: 1. define and explain the term colour. 2. mention the different classes of colour. 3. produce color wheel and chart. 4. discuss the properties of colour. 5. discuss the various colour schemes. 6. illustrate the different colour schemes. 7. extract colour from local materials.	1. Definition of colour a. Classes of colour: - primary - secondary - tertiary and - intermediate colour b. Properties of colour: - hues - tone - colour intensity c. Colour scheme: - monochromes - analogous colour - complimentary colours - contrasting colours 2. Sourcing of colours from local materials eg. Can-wood, indigo ginger, zobo flower, onion scale	1. Introduces colours by explaining the term “colour”. 2. Demonstrates the mixing of colours from primary colours. 3. Discusses the properties of colours. 4. Explains and demonstrates the different colour schemes. 5. Demonstrates the extraction of colours from local materials.	1. Define the term “colour”. 2. Asked and answer questions. 3. Mention the different classes of colour. 4. Mix colour to get secondary, tertiary and intermediate colours. 5. Mention the various properties of colour. 6. Explain the various colour schemes. 7. Produce examples of the colour scheme. 8. Practice the extraction of colour from local materials.	Colours, palette, brushes, thinness colour chart, onion scale, indigo, zobo flower, can-wood etc.	Students to: 1. define the term “colour”. 2. list the difference classes of colour. 3. produce colour wheel and chart. 4. discuss the properties of colour. 5. mention the difference colour schemes. 6. extract colours from local materials.
3	Techniques in painting	Students should be able to: 1. explain the six techniques in pictorial painting. 2. list the techniques. 3. apply the different techniques in painting. 4. explain the difference in the techniques. 5. list 5 techniques of building painting. 6. display painted work for class discussion.	1. Techniques of pictorial painting: a. dry painting b. wet painting c. glazing d. impasto e. fresco f. tempera 2. Techniques of building painting. 3. Application of painting techniques. 4. Materials used for the different techniques.	1. Explains six techniques of painting. 2. Gives examples of each painting techniques. 3. Leads students to apply the six techniques of painting.	1. Participate in class discussion on techniques of painting. 2. Answering and asking questions in the techniques of painting. 3. Practice some of the painting techniques.	Oil paint, brushes, crayon, various colour paints, chalk, markers felt pen, water colour, poster colour, gloss paint, cardboard paper, drawing pins, blow king, compressor etc.	Students to: 1. explain the six pictorial painting techniques. 2. mention materials needed in each painting technique. 3. explain the differences. 4. display painted works for class discussion. 5. list 5 techniques of building painting.

PAINTING AND DECORATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Still life painting	Students should be able to: 1. define still life. 2. draw composition from still life. 3. paint the composition reflecting light and shade.	1. Definition of still life objects. 2. Drawing and painting of still life composition.	1. Defines and explains still life objects. 2. Explains the uses and effects of light and shade in still life composition. 3. Demonstrates painting of still life composition.	1. Define still life object. 2. Sketch simple still life object. 3. Paint the still life composition.	Pencil, colour, cardboard paper, some still life objects.	Students to: 1. define still life objects. 2. draw composition from still life and native objects. 3. paint the composition.
5	Nature painting	Students should be able to: 1. define nature painting. 2. draw and paint composition from nature reflecting.	1. Definition of nature painting. 2. Drawing and paint of composition from nature.	1. Defines and explains nature painting. 2. Explains the uses and effects of light and shade in nature composition.	1. Define nature painting 2. Sketch simple nature composition. 3. Paint from nature	1. Pencil 2. Cardboard 3. Paper 4. Colour (poster and water).	Students to: 1. define nature painting. 2. draw and paint from nature.
6	Types of decoration body decoration (traditional/modern)	Students should be able to: 1. Define body decoration. 2. mention types of body decoration. 3. mention function of body decoration. 4. explain the uses and 5. make designs.	1. Definition of body decoration. 2. Functions of body decoration 3. Uses	1. Defines and explains body decoration. 2. Explains the origin of decoration. 3. Lists different types of decoration. 4. Guides students in the production of design for body decoration.	1. Define body decoration. 2. Mention types of body decoration. 3. Write drying paint on their notebooks. 4. Produce design for body decoration.	Pictures of decorated bodies slide project, slide film, chalk/markers/magic board	Students to: 1. mention types of body decoration 2. mention some functions of body decoration.
7	Wall decoration	Students should be able to: 1. explain the meaning of wall decoration 2. list materials for wall decoration 3. develop motifs and patterns for wall decoration 4. explain function of wall decoration	1. Meaning of materials motifs, and patterns 2. Production of design for wall decoration	1. leads discussion on wall decoration 2. Leads students to list materials needed for wall decoration 3. Lists function wall decoration 4. Guides students to develop motifs and patterns for wall decoration	1. Participate in discussion of what wall decoration is 2. List some materials needed for wall decoration 3. Develop motifs and patterns for wall decoration 4. Produce designs suitable for wall decoration	Chalk board, Magic board, chalk/magic marker. Prepared motifs pattern, slide projector, and slide films, magazines, video clip	Students to: 1. materials needed for wall decoration 2. state uses of wall decoration. 3. produce design for wall decoration 4. display finished works.

PAINTING AND DECORATION
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Decoration for interiors	Students should be able to: 1. explain what interior decoration is. 2. mention different types of interior decorations. 3. construct or make paper decoration for festive occasion.	1. Develop motifs and pattern for wall decoration. 2. Function of wall decoration. 3. Production of paper decorations for festive occasion: a. paper flower b. paper chain c. christian decoration etc.	1. Leads discussion on the interior decoration. 2. Lists different types of paper decoration. 3. Guides students to construct various paper decorations.	1. Participate in class discussion of what interior decoration is 2. Construct or make some paper decoration.	Cutting knife, gum, paper of different colours, crayon, chalk and oil pastel, twine, paper toils.	Students to: 1. explain interior decorations. 2. list types of interior decorating. 3. construct decorative flowers using papers.
9	Textile design composition I	Students should be able to: 1. explain the term motifs design units and patterns. 2. develop appropriate motifs for textile design.	1. Motifs 2. Design units	1. Explains the terms motifs design units and patterns. 2. Demonstrates the formation of motifs, patterns and design units. 3. Illustrates simple repeat pattern motifs.	1. Discuss the term motifs, patterns and design units. 2. Develop motifs from geometric natural and abstract forms.	Cardboard paper, pencils, ruler, chalk board, magic board, magic marker.	Students to: make design with geometric motifs.
10	Textile design composition II	Students should be able to: compose motifs to make good pattern in cloth.	Patterns	1. Guides students to develop motifs from geometric shapes, natural & abstracts. 2. Guides students to create repeat units.	Develop pattern from geometric natural and abstract motifs.	Cardboard paper, pencils, rules, marker.	Students to: use motifs to make a good pattern in cloth.
11	REVISION						
12	EXAMINATION						

PAINTING AND DECORATION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Border designs I	Students should be able to: 1. explain what border design is. 2. develop appropriate motifs for border design.	1. Meaning of boarder design. 2. Motifs for border designs.	1. Leads discussion non border design. 2. Guides students to develop appropriate motifs for border design.	1. Participate in discussion on boarder designs. 2. Develop suitable motifs for border design.	1. Cardboard papers, 2. Pencils 3. Ruler 4. Chalk and board/magic board and magic marker	Students to: 1. explain border designs and their uses 2. develop motifs from geometric natural and abstract forms
2.	Border designs II	Students should be able to: 1. organize motifs to form border design	1. Production of border design	Guides students to produce border designs	1. Produce border design 2. Display their works	1. Cardboard papers 2. Poster colour 3. Aerglic paint 4. Pencils	Students to: 1. design border patterns 2. display finished works
3.	Lettering I	Students should be able to: 1. discuss the origin of lettering 2. identify the two types of lettering	1. Pen lettering 2. Block lettering	1. Explains the origin of lettering 2. Discusses what lettering 3. Introduces two types of lettering 4. Explains characteristic of the two types of lettering	1. Define the term lettering 2. Discuss the origin of lettering	Pencil, pens Ruler Calligraphic pen Cardboard paper Letter set etc.	Students to: 1. define lettering 2. discuss the origin of lettering 3. name the two types of lettering
4.	Lettering II	Students should be able to: explain terminologies in letter e.g serif, sans sen, calligraphy fonts.	Terminologies: - serif, sans serif - calligraphy - fonts - open letters etc.	Explains terminologies in lettering with examples.	Explain the various terminologies in lettering.	Pencil, pen, cardboard paper	Students to: explain terminologies.
5.	Lettering III	Students should be able to: construct simple lettering with pen and block.	construction of letters.	Guides the students in constructing letter.	Constructs simple pen lettering and block lettering.	1. Cardboard paper 2. Poster colour 3. Brushes 4. Calligraphic pen	Students to: 1. construct block letters. 2. write simple calligraphy.

PAINTING AND DECORATION
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Poster designs I	Students should be able to: 1. explain what poster design is. 2. explain five characteristics of a good poster.	1. Introduction of what poster is. 2. Characteristics of good posters.	1. Leads discussion on what poster designs is. 2. Lists five characteristics of good posters.	1. Participate on the discussion on poster design. 2. Explain what poster design is.	Paper, drawing board, pencil brushes, colours, pen ink etc.	Students to: 1. define the term poster. 2. discuss five characteristics of a good poster.
7.	Poster designs II	Students should be able to: discuss the functions of posters.	Function of posters.	Discusses function of posters.	1. State some functions of posters. 2. Asked and answer questions.	Embossed paper, cardboard and posters colour chalk poster.	Students to: list five functions of poster.
8.	Poster designs III	Students should be able to: make poster for different purposes.	Simple poster design.	Guides students to make posters of different purposes.	Make simple poster for different purposes.	1. Cardboard paper 2. Pencil 3. Poster colour 4. Brushes 5. Ruler 6. Drawing board etc.	Students to: 1. produce simple posters. 2. display works for assessment.
9	Book cover/jacket design I	Students should be able to: 1. explain what book cover/book jackets are. 2. discuss qualities and functions of a book cover/book jacket.	1. Introduction to book cover/jackets designs. 2. Qualities of book cover/jacket.	1. Leads discussion on book covers/book jackets. 2. Lists qualities of book cover/jacket.	1. Explain what book cover/jacket is. 2. Participate in the discussions by asking and answering of questions.	Cardboard paper, pencil, pen, ink, cutting knife, drawing board.	Student to: discuss the meaning uses and characteristics of book cover/jackets.
10	Book cover/jacket design II	Students should be able to: discuss the differences between book cover and book jacket designs.	1. Parts of book cover/book jacket. 2. Function of a book cover/book jacket. 3. Differences between book cover and book jacket.	1. List different part of book cover/book jacket 2. Illustrates book cover/jacket on the board.	1. Explain different part of book cover/jacket. 2. Differentiate between a book cover and jacket. 3. Ask and answer question.	1. Embossed card, cardboards paper 2. Poster colour 3. Pencils 4. Ruler etc.	Students to: differentiate between book cover and jackets.
11	REVISION						
12	EXAMINATION						

PAINTING AND DECORATION
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Book cover/jacket design	Students should be able to: 1. produce book cover design. 2. produce book jacket design.	Production of book covers and jackets.	Guides students to make book cover/book jacket.	Design simple book covers/book jackets.	1. Cardboard 2. Paper 3. Ruler 4. Pencil 5. Poster colour 6. Drawing board	Students to: 1. produce book covers on given theme. 2. produce book jackets on given themes. 3. display finished work.
2	Greeting cards I	Students should be able to: design printed greeting card.	Printed greeting cards.	Explains two types of greeting cards.	List and explain types of greeting card.	Cardboard Paper Ruler Cutting knife Poster colour	Student to: 1. mention the two types of greeting cards. 2. design printed cards.
3	Greeting cards II	Students should be able to: design card with leaf prints and block prints.	1. Hand made greeting cards with leaf prints. and block prints 2. Materials and tools.	1. Shows and explain to the students the different materials and tools used in card making. 2. Demonstrates how to make the different types of card.	1. Mention the materials for making greeting cards. 2. Explain the uses of the various materials and tools. 3. Make simple cards with leaf prints and block print.	1. Cutting knife 2. Poster colour 3 Brushes 4. Cardboard paper 5. Yam/ potato/ cassava etc. 6. Leaf	Students to: 1. explain the uses of greeting cards 2. list the materials and tools for greeting cards 3. make greeting card with leaf print.
4	Greeting cards III	Students should be able to: design hand constructed greeting cards.	Cards with found objects.	1. Guides the student in making greeting cards 2. Displays the finished works	1. Make simple hand constructed cards 2. Make simple cards with texts and illustration 3. Display their works	Cardboard Paper Cutting knife Brushes Poster colour	Students to: 1. make handmade cards 2. display the finished works
5	Prospect in painting I	Students should be able to: 1. discuss the functions of pictorial paintings. 2. discuss the economic values of the paintings.	Prospects in pictorial painting.	1. Explains the various functions of painting. 2. Mentions and discusses the economic values of pictorial paintings.	Make contributions in the discussion.	1. Chalk/card board 2. Photographs 3. Slides/projectors and illustration	Students to 1. list function of painting 2. discuss the uses of painting. 3. mention and discuss the economic values of painting
6	Prospects in painting II	Student should be able to: discuss the prospects in building painting.	Prospect in building painting.	Discusses the prospects of painting in the building trade.	1. Make contributions in the discussions. 2. Ask questions where necessary.	Chalk/cardboard Photograph Slides/Projector and illustration	Students to: discuss the prospects in pictorial paintings and building.

PAINTING AND DECORATION
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Safety regulations I	Students should be able to 1. mention the risk involved in the handling of tools and machines 2. discuss safety	1. handling of tool and machines 2. Safety measures	1. Mention and explains the risks involved in the handling of tools and machines 2. Explains safety measures in the handling of tools and machines	1. Listen to the teachers explanations 2. Answer and ask questions where necessary 3. Take down notes	Chalkboard/chalk Tools and equipment Photographs Illustration etc.	Students to: 1. list the risk involved in the handling of tools and machines 2. discuss the safety measure in the handling of tools and materials
8	Safety regulations II	Students should be able to discuss the preservation of tools and machines	1. Safety measures	1. Discusses the ways of preserving tools and machines 2. Demonstrates the safety measure	1. Answer and ask questions where necessary 2. Take down notes	Chalkboard/chalk/marked tools and equipment photographs etc.	Students to: discuss the methods of preserving tools and materials demonstrate safety measures.
9	Still life painting I	Students should be able to: 1. explain the meaning of still life painting 2. measure objects in composition accurately 3. represent objects in still life composition in their proper proportions	1. Meaning of still life painting 2. Proportion in still life composition 3. Sketches of still life composition	1. Explains and show examples of still life paintings. 2. Demonstrates how to measure objects with pencils.	1. Explain terms - Still life - Painting 2. Measure objects accurately using pencils. 3. Sketch still life composition to correct proportion	Cardboard Papers Drawing pins Paper chats Pencils	Students o: 1. explain the meaning of still life painting 2. measure accurate proportion of still life objects 3. make sketches of still life composition in correct proportion
10	Still life painting II	Students should be able to paint from sill life compositions	Paint still life composition using: - poster colours - water colour - gloss paint	Demonstrates the techniques of still life painting using: - poster colour - water colour - gloss paint	1. Draw and paint sill life composition using poster colour, water colour Gloss paint. 2. Exhibit their painting. 2. Critique the exhibited works.	Straw board,, canvas, pencils, poster colour Water colour Gloss paint Wood finished (vanish) emulsion paint Brushes Palettes Small cant amers for water	Students to: 1. draw and paint still life composition using poster colours, water colour, gloss paints 2. exhibit and critique finished works
11	REVISION						
12	EXAMINATION						

PLUMBING AND PIPE FITTING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Safety Rules and Regulations on the Site I	Students should be able to: list safety rule and regulations on site.	Site rules and regulations	1. Lists and explains site safety rules and regulations 2. Demonstrate safety rules and regulation on site.	1. Observe safety poster displayed 2. Demonstrate safety practices.	1. Chart 2. Poster 3. Regalia 4. Video clips	Students to: 1. list 5 rules and regulation to be observed on site. 2. demonstrate at least 5 safety practices on site
2	Safety Rules and Regulations on the Site II	Students should be able to: identify site signals and symbols	Site signals and symbols	Lists, explains and demonstrates site signals and symbols.	1. Observe 2. Demonstrating 3. Asking questions.	1. Chart 2. Poster 3. Regalia 4. Video clips	Students to: state and explain the use of 3 site signal and symbol.
3	Hand Tools/maintenance I	Students should be able to: list and identify various and tools.	Hand tools: types e.g. marking, measuring cutting, boring, driving, holding etc.	Lists and explains the tools one after the other.	1. Listen 2. Observe the hand tools.	1. Real object 2. Chart and poster, software on hand tools	Students to: list 5 hand tools.
4	Hand Tools/maintenance II	Students should be able to: identify and sketch the various hand tools.	Identification and sketching of hand tools.	Identifies and sketches the hand tools with the students.	1. Observe 2. Take note 3. Ask questions 4. Identify 5. Sketch	1. Real object 2. Chart and poster, software on hand tools	Students to: list and sketch at least 5 hand tools.
5	Hand Tools/maintenance III	Students should be able to: the uses and maintenance of hand tools.	Uses and maintenance of hand tools.	Lists and explains the uses and maintenance of all the various hand tools.	1. Listen 2. Jotting 3. Asking questions.	1. Chart 2. Real object 3. Software on uses and maintenance of hand tools.	Students to: state the uses and maintenance of 5 hand tools.
6	Equipment and maintenance I	Students should be able to: 1. list and identify various types of equipment. 2. sketch and state, various types of equipment.	Equipment: types sketches e.g. bending, threading, cutting and joining.	Sketches and explains types of equipment and their identifications.	1. Observe equipment 2. Sketch equipment 3. Identify equipment.	1. Real object 2. Chart 3. Poster 4. Software 5. Manufacturer manual on equipment.	Students to: list and sketch at least 3 types of equipment.

PLUMBING AND PIPE FITTING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Equipment and maintenance II	Students should be able to: 1. explain how to maintain various types of equipment. 2. explain the uses of the various types of equipment.	1. Maintenance of equipment. 2. Use of equipment.	Lists the various equipment, their maintenance and uses to the students	1. Observe 2. Listen 3. Jot down their uses and maintenance	1. Real object 2. Chart 3. Poster 4. Software	Students to: state the uses and maintenance of 3 types of plumbing equipment.
8	Surface water I	Students should be able to: list various types and sources of surface water.	Types and source of surface water (Stream, river sea, lake, pond etc.	List and explains the various source of surface water.	1. Observe 2. Jotting 3. Asking questions.	1. Pictures 2. Chart 3. Poster 4. Software	Students to: list at least 3 sources of surface water.
9	Surface water II	Students should be able to: state the characteristics and uses of surface water.	Characteristic and uses of surface water e.g. odour taste etc.	Lists, and explains the characteristic and uses of surface water.	1. Observe 2. Jotting down important points 3. Identify.	1. Real object 2. Chart 3. Sample 4. Software	Students to: list and explain 4 characteristics and uses of surface water.
10	Underground water	Students should be able to: list and explain different sources and types of underground water.	Types and source of underground water e.g. (wall, boreholes, spring etc.)	Explains the source and different types of underground water.	1. Listen 2. Observe 3. Ask questions	1. Pictures 2. Chart 3. Sample 4. Software	Students to: state 4 source of underground water.
11	REVISION						
12	EXAMINATION						

PLUMBING AND PIPE FITTING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Underground water	Students should be able to: 1. state and explains characteristics of underground water. 2. importance of underground water to man 3. importance of underground water to the plumbing industry.	1. Characteristic of underground water. 2. Importance of underground water to them 3. Importance of underground water to the plumbing industry.	1. Explains the characteristics, the importance of underground water to man and the plumbing industry.	1. Listen 2. Jotting 3. Ask questions 4. Identify different samples.	1. Sample (Real object) 2. Chart 3. Pictures 4. Poster	Students to: 1. list 4 characteristics of underground water. 2. list 3 importance of underground water to the plumbing industry.
2	Water treatment method	Students should be able to: 1. list the various methods of treating water. 2. explain the various method of water treatment.	Method of treating water e.g. -Sedimentation -Filtration -Sterilization	Explains each of the method of treating underground water to the students (Sedimentation, filtration etc.)	1. Observe and participate in the experiment on sedimentation. 2. Method of water treatment.	1. Chart 2. Picture 3. Water container water sample	Students to: 1. list at least 3 water treatment methods. 2. explain sedimentation method.
3	Water treatment method underground water	Students should be able to: explain various methods at which water is heated or purified.	Purification of underground water e.g. addition of chlorine, iodine and fluorine etc. addition of alum	List the method and explain the steps in the purification and treatment of water for safe use.	1. Observe 2. Participate 3. Ask questions	1. Real object (Chemicals for treatment). 2. Software for water treatment.	Students to: 1. list the steps or method for treatment of water. 2. list about 2 chemicals used.
4	Water treatment	Students should be able to: carry out water treatment.	Practical water treatment.	Sets up the experiment with the students, lead direct and guide the students to perform the experiment.	1. Active participation of student 2. Physical performers 3. Asking questions.	1. Specimen 2. Apparatus 3. Chemicals 4. Real object (water)	Students to: carry out the experiment practically.
5	Types of pipe I	Students should be able to: list and explain group of pipes.	Group of pipe (metallic and nonmetallic).	Lists group of pipes and explains the various group.	Observe the various groups of pipes	1. Chart 2. Picture 3. Real object 5. Video clip manufacturer manual	Students to: list any 4 groups of pipe.

PLUMBING AND PIPE FITTING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Types of pipe II	Students should be able to: identify various types of pipes in their group.	Identification of pipes types in their various groups	Explains the identification of pipe types in the various groups.	1. Observe 2. Identify 3. Participate physically.	Different sample or specimen software.	Students to: list and identify 3 pipes from each groups.
7	Types of pipe III	Students should be able to: select correct pipe for job.	Selection of pipe for job.	Lists and explains the conditions for the selection of the right type of pipe for a particular job.	1. Observe 2. Jotting 3 Ask questions.	1. Lesson plan 2. Real objects 3. Software	Students to: list 3 conditions to be considered before using a particular pipe for a job.
8	Pipe fitting I	Students should be able to: 1. list types of fitting. 2. explain each types of fitting.	Types of fitting e.g. (Connectors, reducer, change of flow, trapping).	Lists and explains each fitting one after the other.	1. Listen 2. Jotting 3. Ask questions.	1. Samples 2. Chart 3. Picture 4. Software	Students to: list and explain 5 types of fitting.
9	Pipe fitting II	Students should be able to: identify various types of fitting	Identification of fittings e.g. connector, reducer, change of flow, tapping etc.	Displays the different types of fitting and identify them before the students	1. Identify types of fitting 2. Explain them different types.	1. Real object 2. Chart 3. Poster 4. Specimen	Students to: identify the pipe fittings.
10	Pipe fitting III	Students should be able to: choose the right fitting for the pipe work.	Choosing the right fitting for a pipe work	Teaches the students the method of choosing the right fitting for a particular pipe work.	1. Practicing the choice of the right fitting 2. Asking questions	1. Real object 2. Sample 3. Software	Students to: list 3 conditions governing the choice of the right fitting for a particular job.
11	REVISION						
12	EXAMINATION						

PLUMBING AND PIPE FITTING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Pipe joining I	Students should be able to: 1. list types of joints 2. explain the various types of joints.	Types of joints e.g. bell and spigot, ring coupling, flanged, o ring	List and explains the various types of piping joints to the students	Observe the various types of joint	Chart, picture, video clips joining materials	Students to: list 3 types of piping joints.
2	Pipe joining II	Students should be able to: choose the right joining for a pipe work.	Application of joining.	1. Shows the various types of joint. 2. Demonstrate the joining of bell and spigot.	Observe and participate in the bell and spigot joining.	1. Chart 2. Picture 3. Video clip 4. Joining material.	Students to: 1. fix at least 2 joining to a pipe. 2. explain the method of bell and spigot.
3	Pipe joining III	Students should be able to: 1. prepare the joint 2. draw the joint	1. Drawing the joint. 2. Preparing the joint practically.	1. Draws each of the joints above 2. Prepares the joints before the students.	1. Observe the teacher. 2. Prepare the joint.	1. Charts 2. Picture 3. Sample 4. Joining material.	Students to: Prepare 2 types of joints practically.
4	Reservoirs I	Students should be able to: 1. list various types of reservoirs 2. explain the various types of reservoirs	Types of reservoirs (surface, underground, elevated).	Lists and explains the various types of reservoirs.	1. Listen 2. Jotting important points 3. Ask questions	1. Chart 2. Picture 3. Poster 4. Software	Students to: name 3 types of reservoirs
5	Reservoirs II	Students should be able to: choose the right reservoir for the particular job.	Choosing the right reservoir for a particular job.	Explains the condition for the choice of a particular reservoir.	1. Listen 2. Jotting important points 3. Ask questions	1. Chart 2. Picture 3. Software	Students to: list and explain 2 conditions for the choice of a reservoir.

PLUMBING AND PIPE FITTING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Piping system I	Students should be able to: 1. list the various types of piping system. 2. explain the various types of piping system	Types of piping system e.g. grid (looping) and branching patterns.	Lists and explains the various piping system.	1. Listen 2. Jotting 3. Asking questions	1. Charts 2. Real object 3. Software 4. Piping material.	Students to: list the two types of piping system.
7	Piping system II	Students should be able to: sketch and identify the various types of piping system.	Identification and drawing of the various piping system.	Identifies and sketch the types of piping system already mention above.	1. Observe 2. Sketch 3. Identify	1. Chart 2. Poster 3. Picture 4. Software piping system.	Students to: sketch the grid and branching patterns of piping system.
8	Piping system III	Students should be able to: lay pipe to form a pattern	Lay of pipe to form a pattern.	Teaches the steps by step taken to lay pipe to form a pattern.	1. Listen 2. Participate 3. Lay pipe to form patterns.	1. Piping materials 2. Samples or specimen, charts, software	Students to: lay steps to form a pattern.
9	Sewage I	Students should be able to: 1. define sewage 2. list and explain types of sewage.	1. Definition of sewage 2. Types of sewage stoma, domestic industrial etc.	1. Defines sewage 2. Explains the types of sewage system.	1. Observe the types of sewage 2. Describe swage types.	1. Charts 2. Picture 3. Video clips 4. Software material	Students to: list 2 types of sewage.
10	Sewage II	Students should be able to: 1. state the characteristics of each types of sewage. 2. state the material that are used to check sewage in homes.	1. Characteristics of sewage 2. Materials that associate with sewage e.g. water closet or sink	1. List and explain each characteristics of a particular sewage. 2. List and also explains the different sinks used to check sewage in homes.	1. Listen 2. Write down note 3. Observe 4. Ask questions	1. Chart 2. Real object 3. Sample 4. Picture 5. Software	Students to: 1. state 3 characteristics of sewage. 2. demonstrate the formation of at least 2 types of sewage.
11	REVISION						
12	EXAMINATION						

MACHINE WOOD WORKING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	General Wood Machine shop safety	Students should be able to: 1. general machine shop safety rules. 2. electrical safety rules 3. mechanical safety rules.	1. General Machine Shop. 2. Electrical and Mechanical safety rules.	Explains and demonstrates appropriate general machine shop, electrical and mechanical safety behaviours.	1. Participate actively in class discussion. 2. Observe appropriate safety rules.	1. Safety poster 2. Projector 3. Simulated machine 4. Safety models	Students to: state two general machine shop safety rules, electrical safety rules and mechanical safety rules.
2	Safety equipment and devices in the wood machine shop	Students should be able to identify appropriate safety equipment and devices in the machine, shop.	Common machine shop safety equipment and devices.	Names, state and demonstrates the correct uses of safety equipment and devices.	1. Watch demonstrations 2. Use the equipment and devices safety.	1. Fire extinguisher. 2. Sand bucket 3. First aid box 4. Fire alarm etc.	Students to: name five safety equipment and devices used in the machine shop.
3	Some safety equipment and devices	Students should be able to: 1. identify some safety equipment and devices used in the work shop. 2. safety use the equipment and devices.	1. Some safety equipment devices. 2. Fire extinguisher, first aid box, sand bucket etc.	Explains the uses of the equipment.	Participate in the demonstration.	1. Sand bucket 2. Fire extinguisher etc.	Students to: state one use of each device listed.
4	Wood machine shop lay out	Students should be able to: describe the relative positions of machines in the machines shop.	Principles of machine shop layout.	Explains principles of machine shop layout.	Participate actively in class discussions.	Diagram of machine shop layout.	Students to: explain the principles of machine shop layout.
5	Reasons for layout	Students should be able to: 1. explains reasons for machine layout. 2. illustrate wood machine shop layout with the aid of a flow diagram.	Flow diagram of a machine shop layout.	Explains with sketch of a flow diagram of machine shop layout.	Practice machine shop layout with the aid of a flow diagram.	Diagram of machine shop layout.	Students to: draw a flow diagram showing the relative position of mortise of mortise, jointer, planner, tanner, circular saw.
6	Wood work machine	Students should be able to: identify machine parts and accessories	Parts, accessories uses and maintenance of 1. Cross cut saw 2. Circular saw	1. Shows machine parts and accessories to the students 2. Explains the uses of machine parts and accessories	Participate actively in class discussions	Posters of machines and accessories	Students to: name four parts and two operations that can be perform on. a. circular saw b. surface plane

MACHINE WOOD WORKING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Uses and maintenance of wood work machines	students should be able to: 1. states the functions of machines parts. 2. maintain machine parts.	Parts uses and maintenance of: 1. cross cut saw 2. circular saw 3. surface planer 4. thicknesses	1. Demonstrates the correct uses of machine parts and accessories. 2. Explains the reasons for carrying out maintenance on machine parts and accessories. 3. Describes types of maintenance.	1. demonstrate correct use of machines and accessories. 2. Observe the reasons for carrying out maintenance on machine parts and accessories.	1. Posters of machines and accessories. 2. Oil can 3. Grease gun	Students to: 1. name two accessories used on a circular saw. 2. explain the reasons for maintaining machine parts and accessories.
8.	Tree growth structure and types	students should be able to: 1. identify common west African timber. 2. locate the countries where timber is grown on a map. 3. sketch the structure of wood.	1. Common West Africa Timber Abura, Iroko Mahogany sapele wood etc. 2. Tree growth. 3. Wood structure.	1. Guides students to identify, common West African Timber. 2. Describes tree growth and structure.	1. Observe samples of timber under the microscope. 2. Participate actively in class discussions.	1. Posters showing tree growth and structure. 2. Microscope 3. Map of West Africa	Students to: 1. name five common west African timbers. 2. identify the countries where each timber is grown on a map of west Africa. 3. sketch and label the cross section of a tree.
9	Properties of timber	students should be able to: differentiate between soft wood and hard wood.	1. Characteristic of soft woods and hard woods. 2. Physical properties of common West African timbers.	1. Displays specimens of common West African timber. 2. Explains differences between soft and hard wood.	1. Pay attention to the explanation. 2. Observe specimens and describe their properties.	1. Actual timber specimens 2. Posters	Students to: state at least four physical properties of each of the following timbers.
10	Differences between soft and hard wood	students should be able to: 1. state the differences between soft wood and hard wood. 2. describe the physical properties of common west African timbers	1. Physical properties of common West African timber. 2. Specimens of some timber	Describes the physical properties of common West African timbers	1. Listen 2. Take notes 3. Observe the differences	1. Posters 2. Charts	Students to: 1. list at least four west African timber. 2. state's at least two physical properties of each of the following timbers: A. mahogany b. sapele wood c. iroko
11 & 12		REVISION AND EXAMINATION					

MACHINE WOOD WORKING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Timber conversion	Students should be able to: 1. define timber conversion 2. describe methods of timber conversion	1. Definition of timber conversion 2. Different methods of timber conversion with the aid of sketches	1. Defines timber conversion 2. Describes the methods of timbers conversion with sketches 3. List common marker sizes of timber	1. Participate actively in class discussions 2. Take note's	1. Poster 2. Charts of different methods of conversion	Students to: 1. define timber conversion 2. sketch the different methods
2	Three methods of timber conversion	Students should be able to: 1. describe methods of wood conversion 2. identify timber sizes	1. Methods of timber conversion a. Through and through methods b. Tangential sawing c. Rift/quarter sawing 2. Common market size timber	1. Describes with sketches of timber conversion. 2. List common market sizes 3. Take students to saw mill	1. Pay attention to the explanation 2. Make sketches of methods of timber conversion	Posters	Students to: describe with aid of near sketches the following: a. through and through sawing b. tangential sawing c. rift/quarter sawing
3	Seasoning of timber	students should be able to: 1. define seasoning of timber 2. state reasons for seasoning of timber	1. Define seasoning of timber 2. Reasons for seasoning	1. Take's students to timber shed 2. Show good stacking practices	1. Pay attention to the definition 2. Make observations, take notes and ask questions	Boster's /charts moisture meter, weighting scale	Students to: describe natural and artificial methods of seasoning
4	Methods of timber seasoning	students should be able to: 1. state and describe methods of seasoning timber. 2. determine and calculate the percentage moisture content of timber.	1. Methods of seasoning timber 2. Determination of moisture content: - moisture meter - laboratory method	1. Describe methods of seasoning timber. 2. Methods of determining moisture content.	1. Show knowledge and practice of good staking. 2. Determine and calculate moisture content.	1. Hydrometer 2. Oven/heater 3. Thermometers.	Students to: 1. sketch two methods of seasoning timber. 2. describe laboratory methods of determining moisture content.
5	Properties of timber	Students should be able to: describe properties of timber.	Properties of timber	1. Explain methods of seasoning of timber. 2. Describe properties of timber. 3. Methods of calcuting percentage moisture content. Seasoning of timber.	1. Pay attention to the explanation. 2. Describe properties of timber and seasoning terms.	Oven/heater fans, hygrometer and steam vat.	Students to: calculate the percentage moisture content from given data.

MACHINE WOOD WORKING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Timber defects	students should be able to: 1. define timber defects. 2. identify defects in timber.	1. Common timber defects. 2. Definition of defects in timber.	1. Defines defects in timber. 2. Displays and describes common timber defects.	1. Take notes 2. Examine 3. Observe the defects.	Poster/charts and real objects	Students to: 1. define defects. 2. name 2 natural and 2 artificial defects.
7.	Types of defects in timber	students should be able to: 1. identify two types of wood defects. 2. names, sketch and describe common timber defects.	Common timber defects.	Describes with sketches two types of wood defects.	1. Observe the different defects. 2. Take notes	Poster Charts Real object	Students to: 1. state the causes of each defect listed. 2. sketch one different each of natural and artificial.
8.	Timber Preservation	students should be able to: 1. define preservation. 2. state reasons for preserving timber.	1. Definition of preservation. 2. Reasons for preserving timber.	1. Defines term preservation 2. States reasons for preserving timber.	1. Take notes 2. Ask and answer questions.	Real objects	Students to: 1. define preservatives. 2. state reasons for preservation.
9	Common Timber Preservatives	students should be able to: 1. name common timber preservatives. 2. characteristics of a good timber preservatives.	1. Common timber preservatives. 2. Characteristics of a good preservatives.	1. Teacher list common timber preservatives. 2. State characteristics of a good preservatives.	1. Observe the types of preservatives. 2. Note the characteristics of a good preservatives	1. Timber preservatives. 2. Hand brush and gloves.	Students to: 1. list 5 common preservatives. 2. state 4 characteristics of good preservative.
10	Methods of Applying Timber Preservatives	students should be able to: name and describe methods of applying timber preservatives.	Methods of applying timber preservatives.	1. Teacher describes methods of applying timber preservative. 2. By the use of a. Hand brush b. Dipping c. Spraying	1. Take notes 2. Ask questions 3. Apply timber preservatives	1. Timber, preservatives 2. Hand brush and gloves	Students to: describe pressure and non-pressure methods of applying preservatives.
11	REVISION						
12	EXAMINATION						

MACHINE WOOD WORKING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Timber products	students should be able to: identify name and describe common timber products.	Production of veneers and manufactured boards.	Displays lists and describes different types of veneers and manufactured boards.	Make observations listen take notes, ask and answer questions.	Veneers, samples of produced boards.	Students to: 1. list 5 manmade boards. 2. identify two methods of veneer production.
2.	Manufacture boards	students should be able to: identify two methods of producing boards.	1. Uses of veneer and manufactured boards. 2. Structure properties advantages and disadvantages of manmade board.	1. Describes production, uses and characteristics of veneer and manufacture board. 2. Describes the structure, advantages and disadvantages of manufactured boards.	1. Name and describe the different types of man-made boards and veneers. 2. Describe production structure.	1. Manufactured boards. 2. Posters/charts.	Students to: 1. describe the production of veneer with sketches. 2. state 2 advantages of man-made boards over solid wood.
3.	Hand tools	students should be able to: 1. identify name and describe common wood work hand tools	1. Types of hand tools 2. Classification of hand tools	1. Teacher display, describes hand tools with sketches.	1. Observe the hand tools displayed by teacher 2. Take notes	Saws, plane hammer chisels etc.	Students to: name the major classification of hard tools
4.	Uses of common hand tools	students should be able to: 1. state the uses of common hand tools. 2. select and use hand tool correctly. 3. sketch hand tools and label the parts.	1. Classification of hand tools. 2. Uses of hand tools.	1. States the uses of each hand tools. 2. Demonstrates correct sketching technique.	1. Sketch hand tools and label the parts. 2. Use hand tools correctly.	1. Real objects 2. Charts on hand tools.	Students to: sketch and label parts of 3 given hand tools.
5.	Special purpose hand tools	students should be able to: identify name and describe special purpose hand tools.	Types of special hand tools.	Displays, describes and states the use of hand tools, with sketches.	Describe and state the use of hand tools.	Rebate plane, compass plane shoulder plane etc.	Students to: sketch two given hand tools.

**MACHINE WOOD WORKING
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Uses of special purpose hand tools.	Students should be able to: 1. state the use of each special purpose hand tools 2. select and use each special purpose hand tool correctly.	Uses of special purpose hand tools.	1. Displays, describes with sketches of special purpose hand tools. 2. States the use of each tools.	1. Take notes. 2. Participate actively in sketching some of the given tools.	Router plan, orbital sander coping saw compass saw etc.	Students to: state the uses of 3 given special purpose hand tools.
7.	Portable power tools	Students should be able to: identify name and describe portable power tools.	Some portable power tools. Hand drill, jigsaw, spray gun.	Displays each portable power tools.	Identify each portable power tool.	1. Portable power tools. 2. Poster's.	Students to: state the correct use of 3 portable power tools.
8.	Uses of portable power tools.	Students should be able to: state the uses of each portable power tool.	1. Router tool 2. Sander 3. Spray gun etc.	Demonstrates and explains correct use of each portable power tool.	Demonstrate correct uses of each power tool.	Poster's charts	Students to: state the correct uses of 3 portable power tools.
9	Wood working machines	Students should be able to: identify name and describe various wood working machines.	Circular saw cross cut saw, thicknesses surface planer mortise, lathe etc.	Takes students to wood machine shop.	Observe teacher's demonstration.	Machines appliances and devices.	Students to: state 3 safety precautions to be taken when using the circular saw.
10	Uses of each machines	Students should be able to: state the uses of each machines.	Safety precautions in the use of machines sketching and labeling of parts.	Demonstrates correct and safe use of each machine.	1. Observe teacher demonstration. 2. Use each machine safely.	1. Poster's 2. Diagrams etc.	Students to: state 3 safety precautions to be taken when using the circular saw.
11	REVISION						
12	EXAMINATION						

CARPENTRY AND JOINERY
SS I
FIRST TERM

THEME: WORKSHOP RULES AND REGULATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Workshop Rules and regulation	Students should be able to: 1. define the Term Rules. 2. state workshop rules and regulation.	1. Term Rules 2. Rules and Regulation.	Explains term Rules and regulations.	Observe safety, poster displayed.	1. Charts 2. Posters	Students to: state at least 5 safety rules to be observe in the workshop.
2	Basic work shop practice	Students should be able to: state basic work shop safety practice.	1. Personal safety precaution. 2. General work shop safety regulations.	Takes students to the workshop.	1. Observe safe work habit. 2. Demonstrate safe work habit.	1. Charts 2. Posters	Students to: lists safety devices.
3.	Safety devices.	Students should be able to. 1. demonstrate safe work shop habits 2. use safety devices and appliances correctly in the work shop.	Safety devices.	Shows safety devices apparatus 2. Demonstrates safe work shop habits.	Use 1. correct safety devices 2. State safety precautions in the work shop.	1. Posters 2. Charts 3. Safety devices.	Students to: state the use of each safety devices listed.
THEME: FIRST AID							
4.	First Aid	Students should be able to: 1. define first aid. 2. list first aid materials.	1. The term first Aid. 2. first Aid materials and uses.	Lists and states the uses of first aid materials.	Demonstrate application of first Aid.	First aid materials charts.	Students to: define first aid list at least 5 first aid materials.
5.	Uses of first Aid materials	Students should be able to: apply first and.	Application of first aid.	Demonstrates application of first aid.	Demonstrates application of first aid.	Charts Posters software on first aid video tapes and software on first aid.	Students to: 1. state the use of each of the safety materials listed above 2. describe how to stop bleeding.

CARPENTRY AND JOINERY
SS I
FIRST TERM

THEME: FIRST AID

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Hand tools.	Students should be able to: list types of hand tools and give examples of each.	Hand tools types, sketches and uses.	Sketches and explains hand tool types and uses.	Observe hand tools. Sketches hand tools.	Hand tools charts and posters.	Students to: list and sketch hand tools.
7.	Uses of hand tools	Students should be able to. 1. state their uses. 2. explain how to maintain hand tools.	Uses of the following tools marking out tools, driving tools, cutting tools, bench and holding tools.	Sketches and explains hand tools, types and uses Explains how to maintain hand tools.	Guide students to sketch and label hand tools.	Hand tools software	Students to: explain the uses of oil stone.
THEME METHOD OF TIMBER CONVERSION							
8.	Timber	Students should be able to: 1. explain the growth and structure of timber. 2. explain conversion of timber.	1. Growth and structure of timber. 2. Conversion seasoning and uses of timber.	Explains how timber grows it's conversion and reasons for feasting.	Sketch timber and it's structure.	Charts Posters	Students to: grow and explain the growth and structure of timber.
9	Methods of Timber conversion	Students should be able to: explain conversion of timber, uses of timber and common defects in timber.	Defects in timber and remedies.	Explains defects and remedies.	Two methods	Software on timber conversion and other steps in timber processing	Student to: 1. state reasons for seasoning timber. 2. state types of defects and give at least 3 examples of each
10	Preservation of timber	Students should be able to: 1. explain seasoning types, and reasons for seasoning. 2. explain preservation.	Source and product of timber.	Explains timber preservation.	Take notes Ask questions.	Charts Poster.	Students to: list at least 3 types of veneer and manufacture boards.
11	REVISION						
12	EXAMINATION						

CARPENTRY AND JOINERY
SS I
SECOND TERM

THEME: TIMBER PREPARATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Timber preparation	Students should be able to: explain and demonstrate the principles and the sequence of cutting.	Sequence of timber preparation to sizes.	Demonstrates sequence of cutting.	Plane wood surface to flatness.	Small size of timber.	Students to: demonstrate sequence of cutting.
2.	Preparation of timber	Students should be able to. plane wood surfaces and edges to flatness and squareness with face and edges mark.	Sketching and developing of working drawing.	Demonstrates planning of surface and edge.	Plane wood edges to squareness.	Bench and holding tools cutting tools plane etc.	Students to: plane wood surface to flatness and edge to squareness.
3.	Timber preparation	Students should be able to: mark and Interpret simple working drawing soft wood projects.	Sketching and developing of working drawing.	Produces working drawing of wood work project.	Make simple working drawing of wood project.	Bench tools.	Student to: make simple working drawing of wood projects.
4.	Joints	Students should be able to: identify common wood work joints and state their uses.	Types of wood work joints widening joints, angle joint Framing joint.	Demonstrates projects to embody joints in each group.	Make small side stool.	Hand tools and small sizes of timber.	Students to. mention wood work joints.
THEME: JOINTS CONSTRUCTION							
5.	Joints constructions	Students should be able to: 1. make simple wood work joints. 2. explain the basic requirements of wood joints and state their applications	Basic requirements of a good wood joint: rigidity stability, ease of construction, e. t. c.	Demonstrates projects to embody joints in each group.	Make small side stool.	Hand tools and small sizes of timber.	Students to: 1. make a stool 2. list 4 requirements of good wood work joint.

CARPENTRY AND JOINERY
SS I
SECOND TERM

THEME: JOINTS CONSTRUCTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Wood finishes and finishing	Students should be able to: 1. identify and state the uses of different wood finishes. 2. name the tools equipment and materials for applying finishes.	1. Wood finishes: type, uses and properties. 2. Tools equipment and materials for application of finishes.	Describes types, classification, uses and characteristics of wood finishes.	1. Describe, classify and state the uses and characteristics of wood finishes.	1. Various wood finishes. 2. Spray gun, hand brush etc.	Students to: name 5 wood finishes.
7.	Wood finishes and finishing	Students should be able to: 1. state properties of wood finishes. 2. prepare surface for wood finishing . 3. apply finishes to wood surfaces.	processes Involved in preparing timber surfaces for application of wood finishes.	Demonstrates the process Involved in preparing timber surfaces for application of finishes.	Prepare wood surfaces for application of finishes. 2. Apply finishes to wood surfaces.	Cotton, wool, glass paper, nose mask, etc	Students to: describe stages in preparing timber for application of finishes.
THEME: WOOD FINISHES AND ABRASIVE							
8.	Wood Abrasive	Students should be able to: produce abrasives using local material.	Production of abrasives from local materials.	Identifies local materials for production of wood abrasives.	Identify local materials for production of wood abrasives.	Local materials for producing wood abrasives.	Students to: 1. define abrasives. 2. state grades of abrasives.
9	Types of Abrasives	Students should be able to: 1. list types of abrasives. 2. identify grades of abrasives.	List types of abrasives uses. Sand paper, glass paper etc.	Explains how to make choice of abrasives.	Identify abrasives grades.	Various types of abrasives and abrading tools. Posters video clips.	Students to: make choice of abrasives type and use.
10	REVISION						
12	EXAMINATION						

CARPENTRY AND JOINERY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Timber products	Students should be able to: 1. define timber. 2. identify, name and describe common timber products.	Production of veneers and manufactured boards.	Displays, lists, describe different types of veneers and manufactured boards.	Make observations listen, take notes.	Veneers samples of manufactured boards.	Students to: list 5 manmade boards.
2.	Methods of producing veneer.	Students should be able to: describe two methods of producing veneer.	Methods of producing veneer. 1. Rotary (b). plane 2. Uses of veneers and manufactured board.	Describes production uses and characteristics of veneers and manufactured board.	Name and describe the different types of man made boards and veneers.	Veneers posters charts	Students to: describe the production of veneers and manmade boards.
3.	Ply wood, its Advantages and Disadvantages over solid board.	Students should be able to: list advantages and disadvantages of plywood over solid wood.	Structures properties advantages and disadvantages of man made boards.	Describes the structures advantages and disadvantages of manufactured boards.	Describe production, structure, advantages and disadvantages of man-made boards.	Posters veneer.	Students to: list 5 advantages of manmade boards over solid wood.
4.	Hand tools	Students should be able to: identify, name and describe common wood work hand tools.	1. Types of hand tools. 2. Classification of hand tools.	Displays describes and states the use of each hand tools.	Identify, describe, and state the use of each hand tool.	Saws, planes chisel. E.T.C.	Students to: name the major classifications of hand tools.
THEME: HAND TOOL							
5.	Uses of common Hand tools	Students should be able to: 1. state the uses of common hand tools. 2. select and use hand tools.	Uses of hand tools.	Demonstrates correct sketching techniques.	Sketch hand tools and label the parts. Use hand tools correctly.	Mallet, plane chisels screw driver etc.	Students to: sketch some hand tools and label parts.

CARPENTRY AND JOINERY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Special purpose Hand tools.	Students should be able to: identify, name, and describe special purpose hand tools.	Types and uses of special purpose hand tools.	Displays, describes and states the use of each special purpose hand tools.	Describe and state the use of each special purpose hand tool.	Rebate, compass plane, shoulder plane, coping saw etc.	Students to: state the uses of 3 special purpose hand tools.
7.	Uses of special purpose hand tools.	Should be able to: 1. state the use of each special purpose hand tool. 2. select and use each special purpose hand tool correctly.	Uses of special hand tools.	States the use of each special purpose hand tool.	Use special purpose hand tools correctly.	Shoulder plane, coping saw compass saw etc.	Students to: sketch and label any 3 special tools listed.
8.	Portable power tools	Students should be able to: identify, name and describe port- able power tools.	Hand drill, jig saw, spray gum power screw.	1. Displays each portable power tool. 2. Demonstrates and explains correct use of each power tool.	Identify each portable power tool.	Portable power tools posters.	Students to: list 4 of the portable power tools mentioned.
THEME: PURPOSE OF HAND TOOLS							
9	Uses of each power tool.	Students should be able to: state the uses of each portable power tool select and safely operate each tool.	Seder. Router screw driver etc.	Explains correct use of each portable power tool.	Demonstrates correct use of each power tool.	Tools	Students to: demonstrates correct use of any of the power tool.
THEME: PORTABLE POWER TOOLS AND MAINTENANCE							
10	Portable power tools and maintenance.	Students should be able to: 1. list types of maintenance on power tools. 2. maintain port able power tool.	Maintenance and safety precaution.	Explains types of maintenance on machine: 1. preventives 2. corrective	1. Operate port- able power tools. 2. Observe safety precaution when using port able power tools.	Charts portable power tools	Students to: list 4 portable power tool.
11	REVISION						
12	EXAMINATION						

FURNITURE MAKING
SS I
FIRST TERM

SUB THEM: SAFETY RULES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Workshop safety rules	Students should be able to: state sources of work shop accidents.	Sources of furniture workshop accidents.	Guides students to: state and explain sources of accident in the workshop.	Take part in class discussion.	1. Work shop safety equipment. 2. Safety charts.	Students to: state sources of accidents in the work shop.
2	Workshop regulations	Students should be able to: state the general safety rules and regulations in the workshop.	1. Safe working conditions and techniques. 2. Personal safety habits.	Uses suitable demonstration for safe working condition.	1. Apply safe working conditions and techniques. 2. Contribute in stating personal safety habits.	1. Video clips 2. Soft wares	Students to: state the general safety rules and regulations in the workshop.
3.	Hand tools safety	Students should be able to: state and demonstrate, safe ways of handling and storing hand tools.	Handling and storing hand tools.	1. States the rules of carrying and storing hand tools. 2. Demonstrates the best ways of carrying hand tools.	Contribute in stating ways of carrying and storing hand tools.	1. Hand tools 2. Charts	Students to: 1. state ways of carrying and storing hand tools. 2. demonstrate safe ways of storing hand tools.
4.	Use of hand tools	Students should be able to state and demonstrate safe ways of using hand tools.	Using hand tools.	Shows the best ways of using hand tools.	To demonstrates best ways of using hand tools.	Apply the appropriate ways of using hand tools	Students to: demonstrate safe ways of using hand tools.
THEME: WORK BENCH AND APPLIANCES							
5.	Workshop Bench and Appliances	Students should be able to: 1. sketch and label the work bench. 2. state the uses of work bench and functions of the parts.	The work bench, and its uses.	Shows students a workshop bench and identifies the parts.	Sketch work bench and label its parts.	1. The work bench 2. Work bench appliances.	Students to: sketch and label the work bench.
6	Uses of work bench and its appliances	Students should be able to: 1. state the uses of work bench and functions of the parts 2. to list work bench appliances and state their uses.	1. The work bench and its uses. 2. Work bench appliances e.g. bench hook, vice bench stop etc.	1. Shows students a work bench and identifies its parts. 2. Sketches the work bench and label the parts.	Take part in class discussion.	1. The work bench 2. Work bench appliances. 3. Charts	Students to: 1. sketch and label the i. work bench ii. appliances 2. state the uses of work bench and functions of the part.

FURNITURE MAKING
SS I
FIRST TERM

SUB THEM: SAFETY RULES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Timber growth	students should be able to: 1. explain the growth of a tree. 2. sketch the section of a tree label the parts and state their functions.	The part of a tree and types of tree growth.	1. Teaches to sketch labels and explains the growth of a tree. 2. To sketch and labels the cross section of a tree.	1. Sketch and label the parts of the tree. 2. To sketch and label the cross section of a tree.	1. Charts 2. Sample if cross section if a tree.	Students to: sketch a tree and explain its growth.
8.	Timber structure and classification	students should be able to: 1. to sketch the section of a tree, label the parts and state their functions. 2. state the classification of timber trees and their characteristics.	1. Cross section of a tree. 2. Classification of timber trees.	Describe and classify the section of a tree.	To describe the cross section of tree.	Charts	Students to: explain the cross section of a tree.
THEME: TIMBER CONVERSION							
9	Conversion of timber	students should be able to: 1. explain the meaning of the term conversion of timber. 2. state and describe the various methods of timber conversion.	1. Conversion of timber. 2. Methods of timber conversion.	1. Explains meaning of timber conversion. 2. States, describes, and sketch the different methods of timber conversion.	Take part in class discussion.	1. Charts 2. Samples of timber of different common methods	Students to: 1. explain the meaning of conversion of timber. 2. state and describe the various methods of timber conversion.
10	The advantages, and disadvantages of different methods of conversion of timber	students should be able to: advantages and disadvantages of timber conversion.	Its advantages and disadvantages.	To states: the different methods of its advantages and its disadvantages of timber conversion.	1. To observe the advantages and disadvantages. 2. Visit to saw mill.	Samples of different methods.	Students to: list advantages and disadvantages of different methods of timber conversion.
11	REVISION						
12	EXAMINATION						

FURNITURE MAKING
SS I
SECOND TERM

SUB THEME: SEASONING OF TIMBER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Seasoning of timber	Students should be able to: 1. explain the meaning of “seasoning of timber” 2. state the advantages of seasoned timber.	1. Seasoning of timber. 2. Advantages of seasoning timber.	1. Guides students to define seasoning of timber. 2. States the advantages of seasoned timber.	Take note and understand the value of seasoned timber.	1. Charts 2. Soft wares	Students to: 1. explain the term “seasoning of timber” . 2. state the advantages of seasoned timber.
2.	Methods of timber seasoning	Students should be able to: describe the methods of timber seasoning.	Two methods of timber seasoning.	1. Describe two various methods of seasoned timber. 2. Sketches the various methods of seasoning timber.	Take parts in sketching the various methods of seasoning timber.	Charts of various methods of seasoned timber.	Students to: describe and sketch the various methods of seasoning timber.
3.	Defects in timber	Students should be able to: 1. explain the meaning of defects in timber. 2. classify different, types of defects.	1. Meaning of defects in timber. 2. Growth defects.	1. Guides students to state the meaning of defects. 2. Classifies defects. 3. Gives examples of different classes of defects.	Participate in identifying various types of timber defects	1. Samples of wood defects 2. Charts showing defects in timber	Students to: 1. explain the meaning of defects in timber 2. state different classes of defects
4.	Defects in timber through seasoning and insects	Students should be able to give at least (5) examples of each class of defect	Types of defects 1. Grain defects 2. Seasoning defects 3. Defects caused by insects	1. Guides students to give examples of different classes of defects 2. Sketches rapid seasoning defects. 3. Sketches growth defects.	Participate in sketching various types of wood defects.	1. Charts showing defects in timber. 2. Soft wares.	Students to: 1. state different classes of defects. 2. sketch 2 examples each of rapid seasoning and growth defects.
5.	Timber preservation	Students should be able to: 1. explain the meaning of timber preservatives. 2. state characteristics of good wood preservatives.	1. Meaning of timber preservative and preservatives. 2. Characteristics of good wood preservatives.	1. Explains the meaning of timber preservation and preservatives. 2. To states the characteristics of good wood preservatives.	1. Note the examples and definition given by the teacher. 2. To contributes in stating the characteristics of good wood preservatives.	1. Samples of preservatives 2. Charts	Students to: 1. define wood preservation. 2. explain the meaning of wood preservatives.

**FURNITURE MAKING
SS I
SECOND TERM**

SUB THEME: SEASONING OF TIMBER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Methods of wood preservatives	Students should be able to: state two types of wood preservatives with examples.	1. Types of wood preservatives. 2. Application of wood preservatives.	1. Lists with examples the different types of wood preservatives. 2. Discusses the different methods of applying wood preservatives.	Participate in stating the characteristics of good wood preservatives.	Soft ware's on wood preservative.	Students to: 1. list two and give characteristics of good wood preservatives. 3. describe the methods of applying wood preservatives
THEME: HAND TOOLS							
7.	Hand tools types and classification	Students should be able to: 1. list types of hand tools. 2. classify hand tools according to their uses.	1. Types of tools 2. Classification of hand tools according to their uses	1. Presents and names different types of hand tools. 2. Classifies hand tools according to their uses.	1. Observe different hand tools. 2. Classify different hand tools according to their uses.	1. Hand tools 2. Pieces of wood cut by hand toolsv	Students to: 1. list types offhand tools. 2. group hand tools according to their uses.
8.	Uses of hand tools	Students should be able to: 1. methods of using hand tools. 2. use different hand tools.	Used of various hand tools for various work.	1. Guides students to demonstrates the use of different hand tools. 2. Performs various operation using hand tools.	Take part in using hand tools to perform various operation	1. Charts 2. Video clips 3. Soft wares	Students to: 1. classify hand tools according to their uses 2. use different hand tools
9	Safety in the use of hand tools	Students should be able to: 1. state safety rules and regulations in the use of hand tools. 2. observe safety rules and regulations when using hand tools.	Hand tools safety rules and regulations.	States and explains hand tools safety rules and regulations.	1. Participate to observe safety posters and charts. 2. Demonstrate safety practices and regulation.	1. Posters 2. Charts 3. Video clips 4. Safety rules and regulations.	Students to: 1. state hand tools safety rules and regulation. 2. observe safety rules when using hand tools.
10	Machines uses and safety precautions	Students should be able to: 1. state uses of different wood working machines. 2. state machine safety precautions.	1. Uses of different machines. 2. Machine safety precautions.	1. Names and explains the uses of different machines. 2. List machine safety precaution.	1. State uses of different machines. 2. Observe machine safety charts and posters displayed.	1. Charts 2. Posters 3. Video clip	Students to: 1. state uses of different machines. 2. state and observe machine safety precautions.
11	REVISION						
12	EXAMINATION						

FURNITURE MAKING
SS I
THIRD TERM

SUB THEME: MACHINE SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Machines general wood machine, shop safety	Students should be able to: state general machine shop safety rules.	1. General machine shop safety rules. 2. Electrical safety rules. 3. Mechanical safety rules.	Explains and demonstrates appropriate general machine shop, electrical and mechanical safety behaviours.	1. Participate actively in class discussion. 2. Observe appropriate safety rules.	1. Safety posters 2. Projector 3. Simulated machine. 4. Safety models.	Students to: 1. state general machine shop safety rules. 2. two electrical safety rules.
2	Machines uses and safety precautions	Students should be able to: 1. state uses of different wood working machines. 2. state machine safety precautions. 3. observe machine safety precautions.	1. Uses of different machines. 2. Machine safety precautions.	1. Names and explains the uses of different machines. 2. Lists and demonstrates machine usage and safety precautions.	1. Participate in stating uses of different machines. 2. Observe machine safety, charts and posters displayed. 3. Practice the use of each machine safety precautions.	1. Charts 2. Posters 3. Video clips 4. Machine in the work shop.	Students to: 1. state uses of different machines. 2. state machine safety precautions. 3. observe machine safety precautions.
3	Timber preparation	Students should be able to: describe and demonstrate the principles and the processes of cutting timber to sizes.	1. Cutting timber to sizes. 2. Mark and plane to final size.	Guides students to demonstrates the process of cutting timber to final size.	Participate in cutting wood to sizes.	1. Small pieces of timber. 2. Work bench and holding tools.	Students to: describe and demonstrate the principles and the processes of cutting timber to sizes.
4	Planning timber to sizes	Students should be able to: 1. plane timber surface flat and edge square and surface and edge marks correctly. 2. gauge timber to final size and plane.	1. Mark out and plane to final size.	1. Demonstrates marking out and plane to finish size. 2. Explains the use of face and edge marks.	Take part in gauge and plane wood to finish size.	1. Marking tools 2. Cutting tools 3. Plane 4. Video clips	Students to: 1. plane timber surface flat and edge square and put face and edge marks. 2. explain the importance of face and edge marks.
5	Classification of common wood work joints	Students should be able to: state common wood work joints and classify them.	Types of common wood work joints and their classification.	Explains common wood work joints and classify them e.g. Widening joints Framing Joints Angle joints.	Participate in classifying common wood work of joints.	Samples common wood work joints.	Students to: state common wood work joints and classify them.

FURNITURE MAKING
SS I
THIRD TERM

SUB THEME: MACHINE SAFETY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Joints construction	Students should be able to: 1. state basic requirements of common wood work joints. 2. make simple wood work joints.	1. uses of common wood work joints. 2. Basic requirements of common wood work joint e.g. Stability, Rigidity, easy to construct.	Demonstrates the construction of different joints in a simple project.	1. Take part in making simple project with different joints from each group. 2. Sketch different types of joint.	1. Samples of common wood work joints. 2. Charts showing different joints.	Students to: 1. state basic requirements of common wood work joints. 2. sketch different joints. 3. construct simple projects.
7.	Types of construction	Students should be able to: state types of framed construction e.g. simple framed car cases, framed paneled car cases, solid end car case.	Types of framed car case construction.	Demonstrations the construction of frame car-case, used various tools.	Participate actively in constructing a frame car case.	1. Charts 2. Posters 3. Videos clips	Students to: state types of frame construction.
8.	Construction of solid end car-case	Students should be able to: construct a simple solid end car case.	Construction of a simple solid end car case.	Demonstrates with various tools in constructing a simple solid end car cases.	Participate actively in constructing a solid and car case.	Pieces of wood, work bench, holding devices, various hand tools.	Students to: sketch simple solid en car case.
9	Free hand sketching of furniture items	Students should be able to: explain and demonstrate basic sketching principles.	Basic sketching principles.	Explains and demonstrates basic sketching principles with free hand.	Observe the description of demonstrating basic sketching principles.	1. Charts 2. Poster	Students to: explain basic sketching principles.
10	Sketching of furniture house hold items	Students should be able to: sketch common house hold furniture items e.g. tea stool.	Sketching common house hold furniture items e.g. tee stool.	Sketches of common house hold furniture items e.g. tee stool, picture frame.	Participate actively in class, by using free hand to sketch the item.	1. Video clips of sketches of house hold furniture 2. Board etc.	Students to: make free hand sketches of common house hold furniture items.
11	REVISION						
12	EXAMINATION						

UPHOLSTERY
SS I
FIRST TERM

THEME: HISTORY OF UPHOLSTERY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Definition of upholstery	Students should be able to: 1. define upholstery. 2. identify an upholstery workshop. 3. list upholstery articles.	1. Definition of Upholster. 2. Characteristics of upholstery workshops. 3. Characteristics of upholstery articles.	1. Defines Upholstery with examples from traditional style, local made upholstery, charts for houses and offices. 2. Shows pictures of traditional and modern upholstery works.	1. Take notes of the definition. 2. Visit local upholstery workshop nearest to them.	1. Real objects pictures, 2. I.C.T software. 3. Catalogues.	Students to: 1. define upholstery. 2. state characteristics of: (a) upholstery workshop. (b) upholstery articles 3. list upholstery articles.
2	History of upholstery	Students should be able to: 1. state the origin of upholstery. 2. name early upholsterers. 3. state early styles of upholstery.	1. Origin of upholstery. 2. Early upholsterers 3. Upholstery styles.	1. Narrates the history of upholstery. 2. Lists the names of early upholsterers. 3. Describes upholstery styles.	1. Take notes 2. Ask and answer questions.	1. Pictures, 2. Charts, 3. Drawings, 4. ICT Software.	Students to: 1. state the origin of upholstery. 2. list early upholsterers. 3. state early styles in upholstery.
THEME: CAREERS IN UPHOLSTERY							
3.	Careers in upholstery	Students should be able to: 1. list special areas in upholstery. 2. explain special areas in upholstery.	Special areas in upholstery. 2. Designers (a) Designers (b) Pattern makers (c) Cutters	Names and describes the special areas.	Write down special areas.	Resource: Persons pictures	Students to: 1. list special areas. 2. explain special areas.
4.	Skills required in upholstery	Students should be able to: 1. obtain the necessary skill. 2. state the required skills for a special areas in upholstery.	Special areas: (a) stuffers/ paddlers (b) tackers (c) tailors (d) finishers	Identifies and invites at least two specialists in upholstery.	Pay attention, interact and discuss with specialists.	Pictures ICT software, Catalogues	Students to: 1. explain special areas. 2. identify a special area of interest.

UPHOLSTERY
SS I
FIRST TERM

THEME: CAREERS IN UPHOLSTERY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Job opportunities	Students should be able to: 1. list possible job opportunities. 2. state the requirements for a given job opportunity.	1. Types of Job opportunities: (a) self-employment (b) industries (c) do it yourself 2. Requirement for a given job opportunities.	1. Identifies job opportunities. 2. Organises field trips to industries and private workshops.	1. Discuss job opportunities. 2. Ask questions during field trips. 3. Take part in, and write reports on the field trips.	1. Pictures 2. Industries and workshops for field trips 3. ICT softwares 4. Posters	Students to: 1. list job opportunities. 2. state the requirement for each job. 3. submit written report on each trip.
THEME: SAFETY RULES							
6	Safety rules, regulations and precautions	Students should be able to: 1. state safety (a) rules (b) regulations (c) precautions 2. observe safety: (a) rules (b) regulations (c) precautions	1. Safety rules e.g. pertaining to clothing, habit, hand tools etc. 2. Carving, storing and using hand tools.	Explains the importance of safety in the workshop.	Obey and observe safety rules, regulations at all times in the workshop.	1. First Aid Box 2. Safety rules and regulations 3. Charts 4. Safety sings 5. Fire extinguishers 6. ICT software	Students to: state the general safety rules and regulations.
7.	Basic upholstery safety	Students should be able to: list sources of hazards in upholstery workshop.	Sources of hazards e.g. sharp tools, fabric, stuffing and padding particles, inflammable materials etc.	1. Explains the possible sources of hazards. 2. Allays students fear about upholstery hazards.	Note the possible sources of hazards in upholstery.	1. Real objects 2. Information 3. Charts	Students to: list sources of hazards in Upholstery workshop.

**UPHOLSTERY
SS I
FIRST TERM**

THEME: CAREERS IN UPHOLSTERY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Effects of hazards in upholstery work	Students should be able to: 1. state how to reduce, the effects of all hazards in upholstery. 2. demonstrate safety use of hazardous: (a) tools (b) materials	1. Reduction of the effect of hazardous materials. 2. Safe use of hazardous tools and materials.	1. Lists the precautions to reduce the effects of hazardous tools and materials. 2. Demonstrates safe use of hazardous tools and materials	1. Strictly follow the rules and regulations for the use of hazardous tools and materials. 2. Obey all rules	1. Real objects 2. manufacturers 3. manual, ICT software	Students to: 1. state the ways of reducing the effect of hazardous tools. 2. observe the hazardous tools and materials safety rules.
THEME: UPHOLSTERY TOOLS							
9	Hand tools	Students should be able to: 1. list types of upholstery hand tools. 2. identify a given type of upholstery hand tools.	Upholstery hand tools: hammers, needles, scissors.	1. Shows types of hand tools. 2. Describes each upholstery hand tools.	1. List hand tools. 2. Identify a given hand tool.	Real objects Pictures Charts	Students to: 1. list types of upholstery hand tools. 2. identify a given hand tool.
10	Uses of hand tools	Students should be able to: 1. state the uses of a given upholstery hand tool. 2. demonstrates the use of a given upholstery hand tool.	Upholstery hand tools: 1. knife 2. cutter 3. tack hammer etc.	1. States the uses of each hand tool. 2. Sketches each hand tool. 3. Demonstrates the use of each hand tool.	1. Observe each functions. 2. Demonstrate safe and correct use of a hand tool. 3. Describe a given hand tool with sketches.	1. Catalogues 2. Manufacturers manuals.	Students to: 1. state the uses of a given hand tool. 2. describe a given hand tool. 3. demonstrate the correct and safe use of a given upholstery tool.
11	REVISION						
12	EXAMINATION						

**UPHOLSTERY
SS I
SECOND TERM**

THEME: POWER TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Power tools	Students should be able to: 1. define power tools. 2. list upholstery power tools. 3. describe a given power tool.	Meaning of power tools 1. Stapler 2. Buttoning machine 3. Drilling machine	1. Displays power tools. 2. Names and describes power tools with sketches.	1. Take notes 2. List upholstery power tools. 3. Identify a given power tool. 4. Describe a given power tool.	Upholstery power tools Charts.	Students to: 1. define power tool. 2. list at least three upholstery power tools.
2.	Uses of power tools	Students should be able to: 1. state the uses of a given power tool. 2. state the safety precautions for a given power tool. 3. demonstrate the correct and safe use of a given power tool.	Some power tools 1. Power screw 2. Electrical cutter 3. Glue gum etc.	1. Demonstrates the use of power tool 2. List the functions of a power tool 3. Sketch and label the parts of a power tool 4. Explain the safety precautions for each power tool 5. Use a given power tool correctly	1. Observe the demonstration of using power tool 2. List the functions of a power tool 3. State the safety precautions for each power tool	Power tools, Charts, Pictures, ICT software	Students to: 1. describe a given upholstery power tool 2. sketch a given upholstery power tool. 3. use a given power tool correctly 4. follow the safety precautions for a given power tool.
THEME: UPHOLSTERY MACHINES							
3.	Upholstery machines	Students should be able to: 1. define upholstery machine 2. list types of upholstery machine. 3. describe a given power tool upholstery machine.	Upholstery machines, e.g. Sewing machine Ironing machine Foam cutting machine etc.	1. Lists upholstery machines 2. States the functions of a given upholstery machine.	1. Define upholstery machine 2. List types of upholstery machines 3. Describe and sketch a given upholstery machine.	Upholstery machines	Students to: 1. define upholstery machine 2. list at least two types of upholstery machines.
4.	Functions of upholstery machines	Students should be able to: 1. state the functions of an upholstery machine 2. maintain upholstery machine. 3. state safety precautions for the use of upholstery machines	Machines Sewing machine Ironing machine Foam cutting machine etc.	1. States safety precautions for the use of upholstery machines. 2. Operates each upholstery machine.	1. Label the parts of upholstery machines. 2. Observe relevant safety precautions for upholstery machines.	1. ICT software on machines 2. Relevant upholstery materials	Students to: 1. state functions of each machine. 2. sketch and label the parts of a given machine. 3. operate a given upholstery machine safely

**UPHOLSTERY
SS I
SECOND TERM**

THEME: POWER TOOLS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Types of upholstery materials	Students should be able to: define upholstery materials.	1. Upholstery materials 2. Classification of upholstery materials.	Explains the meaning of upholstery materials.	1. Take notes of the definition. 2. Discuss in groups.	Upholstery materials.	Students to: Define upholstery materials.
6.	Classification of Upholstery materials	Students should be able to: 1. classify upholstery materials. 2. describe upholstery materials. 3. state the use of upholstery materials.	1. Classification of upholstery materials: padding,stuffing, fasteners and fittings etc. 2. Description and application of upholstery materials.	1. Explains classification of upholstery materials. 2. List specific materials for each class.	1. Take notes of the classification of each materials. 2. State practical application of materials.	Wood, Metal, Stuffing, Springs, Covers etc.	Students to: 1. describe and classify upholstery materials. 2. state practical application of upholstery materials.
7.	Basic Drawing principles	Students should be able to: define basic drawing principles.	Types of drawing instruments.	Explains the application of drawing in upholstery design.	Listen and take notes.	Charts ICT software	Students to: state the definition of drawing as applied to upholstery design.
THEME: UPHOLSTERY EQUIPMENT							
8.	Equipment and materials used in drawing	Students should be able to: list (a) drawing equipment. (b) drawing materials.	1. Types of drawing instruments. 2. Types of lines 3. Geometrical plane figures and solids.	1. Explains geometrical plane figures and solids 2.Demonstrates lines and their applications	1. Listen and take notes 2. Draw Plane figures 2. Apply types of lines	1. Models 2. Real objects	Students to: 1. list drawing materials 2. draw given objects
9	Presentation of drawing	Students should be able to: describe different methods of presenting drawing.	Types of drawing: - freehand sketch - orthographic projection - pictorial drawings etc.	1. Explains different types of presentation 2.Demonstrates the application of presentations.	1. Listen to the explanation. 2. Take notes 3. Produce given drawing	Drawing instruments Drawing materials ICT software Models Real objects	Students to: 1. define methods of presentation of drawing 2. draw a geometrical plane figures.
10	Design Fundamentals	Students should be able to: 1. explain design fundamentals. 2. outlines characteristics of a good design.	1. Fundamentals of design. 2. Appearance of design 3. Functionality etc.	1. Explains the basic design fundamentals. 2. Outlines characteristics of a good design.	1. Take notes of the explanation. 2. Discuss in small groups.	ICT software Models Real objects	Students to: explain the design fundamentals and state the characteristics of a good design.
11 & 12	REVISION AND EXAMINATION						

**UPHOLSTERY
SS I
THIRD TERM**

THEME: UPHOLSTERY DESIGNING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
1	Stages in upholstery designing	Students should be able to: 1. list stages in upholstery designing. 2. apply the states in upholstery design.	1. Conceptualization/ problem, identification. 2. Generation of alternative solutions 3. Selection of the best alternative.	1. Explains the basic stages in upholstery design. 2. Demonstrates application of the basic stages to simple projects.	1. Listen 2. Take notes 3. Produce given examples	1. Posters 2. Real objects 3. ICT software 4. Drawing paper	Students to: 1. outline the stages of upholstery design 2. produce design of simple upholstery project.
2.	Introduction to upholstery	Students should be able to: 1. State the use of working drawing.	Use of working drawing	1. Teacher explains the uses of working drawings	1. Pay attention to the explanation of working drawing.	1. Posters 2. Real objects	Students to: outlines the stages of upholstery design.
3.	Upholstery Design process	Students should be able to: 1. prepare: (a) working drawings (b) cutting list (c) estimate (d) workshop rod and templates for simple upholstery projects.	1. Preparation of working drawings 2. Preparation of cutting list 3. Preparation of estimate 4. Preparation of workshop rod, and templates.	Demonstrates the preparation of: (a) Cutting list (b) Estimate (c) Workshop rod and template	1. Take notes 2. Produce: (a) working drawing (b) cutting list (c) estimate (d) workshop rod and template	1. Models 2. Charts 3. ICT software	Students to prepare: (a) working drawings (b) cutting list (c) basic estimates (d) produce workshop rod and template.
THEME: TYPES OF UPHOLSTERY							
4.	Types of upholstery	Students should be able to: 1. explain types of upholstery. 2. sketch types of upholstery articles.	1. Types of upholstery. (a) Half upholstery (b) Full upholstery 2. Uses of upholstery work.	1. Explains the different types of upholstery. 2. Show different types of upholstery work.	1. Listen 2. Take notes	1. Models 2. Real objects 3. ICT software	Students to: 1. explains the types of upholstery. 2. sketch simple upholstery work.

**UPHOLSTERY
SS I
THIRD TERM**

THEME: UPHOLSTERY DESIGNING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
5.	Parts of Upholstery work	Students should be able to: 1. distinguish between parts of upholstery work. 2. identify a given part of upholstery.	Parts of upholstery: frame, padding and cover.	1. Display parts of upholster work. 2. Identifies parts of a given upholster work.	1. Listen 2. Real objects	1. Models 2. Real Objects	Students to: 1. distinguish parts of upholstery work. 2. identify a given part of upholstery work.
6.	Materials used for upholstery work	Students should be able to: state common materials used for each part.	Types of common materials for:- (a) Frame: Wood, Metal, web, springs, Cane (b) Padding: Foam sisal, wool, grass (c) Covering: Fabric natural leather etc.	Lists common materials used for each part.	1. Take tones. 2. Display upholstery materials.	1. Real objects 2. Charts 3. ICT soft-wares.	Students to: state common materials used for each part.
THEME: UPHOLSTERY ARTICLES							
7.	Construction of simple upholstery article	Students should be able to: 1. explain principles of upholstery construction. 2. identify processes of upholstery construction.	1. Principles of upholstery construction. 2. Appropriate joints.	Explains principles of upholster construction.	1. Listen 2. Take notes 3. Produce working drawing.	1. Upholstery materials 2. Charts	Students to: 1. explain principles of upholstery. 2. produce working drawings.

**UPHOLSTERY
SS I
THIRD TERM**

THEME: UPHOLSTERY DESIGNING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION
				TEACHER	STUDENTS		
8.	Standard sizes of upholstery article	Students should be able to: 1. state standard sizes of upholstery articles. 2. produce working drawings of a given article. 3. construct a given upholstery article.	1. Standard sizes 2. Construction details 3. Parts relationships	1. demonstrates standard sizes of upholstery articles. 2. demonstrate construction processes. 3. demonstrates the drawing of a given project.	1. Listen 2. Construct a given project using the approved working drawing.	1. Models 2. ICT soft-ware 3. Catalogues 4. Texts	Students to: 1. select appropriate materials. 2. construct a given upholstery project. 3. state appropriate relationship between parts of upholstery.
THEME: UPHOLSTERY TOOLS							
9	Tools used in upholstery construction	Students should be able to: list, describe and sketch upholstery tools and state their uses.	Upholstery tools and their uses.	1. Lists and describes upholstery tools with the students. 2. States their uses	Note and sketch different types of upholstery tools and state their uses.	1. Samples of upholstery tools 2. Charts 3. Posters 4. Soft-wares on upholstery tools	Students to: 1. list at least five upholstery tools and state their uses. 2. sketch at least three upholstery tools.
10	Machine tools used in upholstery construction	Students should be able to: 1. describe different types of upholstery machines. 2. identify various types of upholstery machines and state their uses	Types of upholstery machines and their uses.	1. List and describes the various types of upholstery machines. 2. States the uses of each machine and explain the operations of the machines.	Note the different types of upholstery machines and mention any one they have see.	1. Samples of upholstery machines. 2. Charts 3. Posters	Students to: 1. describes different types of upholstery machines. 2. identify at least three types of upholstery machines. 3. states the uses of the machines.
11	REVISION						
12	EXAMINATION						

CATERING CRAFT
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: THE CONCEPT OF CATERING							
1	Hospitality Industry / Catering I	The Student should be able to: 1. Define hospitality industry, their importance	1. Meaning of hospitality industry 2. Importance of hospitality industry	1. Explains the meaning of hospitality industry 2. Relates catering craft to hospitality industry	1. Participate in the discussion 2. Participate in the identification	Charts on the hospitality segment	Students to: 1. list three segments of the hospitality industry. 2. differentiate between catering and other hospitality industry
2	Hospitality Industry / Catering II	The Student should be able to: 1. state the relationship between the hospitality industry and catering trade. 2. identify components of hospitality industry	1. Meaning of catering 2. Origin of catering	1. Explains the meaning of hospitality industry 2. Relates catering craft to hospitality industry.	1. The Various hospitality industry 2. Copy board summary	Charts on the hospitality segment	
3.	Hospitality Industry / Catering III		Components of hospitality industry	1. Discusses the components of hospitality industry.			
4.	Types of catering establishment I	The Student should be able to: list and explain the various types of catering establishments	1. Types of catering establishment e.g. hotel, restaurant, hospital catering school, mobile	1. Explains the various catering various establishment 2. Guide discussion on the choice of establishments	1. Ask and answer questions 2. Participate in the discussions of the choice of establishments	1. Charts of the different types of establishment 2. Pictures of the various types of establishment	Students to: 1. explain five types of catering establishment 2. write four functions of catering establishments 3. discuss two difference between two catering establishments.
5.	Types of catering establishment II	differentiate between the various types of catering establishment					

CATERING CRAFT
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Types of catering establishments continue	The Student should be able to: list functions of the various catering establishment	Functions of catering establishment				
7.	Culinary	The Student should be able to: define culinary term	Culinary terms commonly used in catering	Explains various culinary terms and their meanings	Ask and answer question	1. Catering text books	Students to: explain fifteen catering culinary terms
8.	Culinary	The Student should be able to: Translate basic culinary term to English and vice versa	Glossary of culinary terms	2. Explains the meaning of culinary terms used in catering	2. Copy chalkboard summary	2. Charts on culinary terms	Students to: 2. translate twenty five culinary terms 3. compile several French menus
9-	REVISION						
12	EXAMINATION						

CATERING CRAFT
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Safety precaution in catering	Students should be able to: state types and causes of accidents in the kitchen	1. Types and causes of accidents 2. Prevention/management	1. Explain the various types of accidents and their causes 2. Mention the various preventive measures and management 3. Explains the meaning of first aids and guides the use of the counteracting first aid box. 4. Explain various firefighting equipment and their uses.	1. Participate in the discussions 2. Identify the different terms in a first aid box. 3. Identify and demonstrate first aid procedures	1. First aid box 2. Bucket of five sand 3. Fire extinguisher 4. Charts on safety precautions	Students to: 1. list four types of accidents, their causes and management 2. list nineteen contents of the first aid box 3. make appropriate uses of the various firefighting equipment
2.	Safety precaution in catering	explain accidents prevention and management of accidents in the kitchen	1. Prevention of accidents 2. Management of accidents				
3.	Safety precaution in catering II	Students should be able to: 1. list contents of first aid box and their uses. 2. state the importance of firefighting equipment	1. First aid 2. Firefighting equipment				

CATERING CRAFT
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4 & 5	Sanitation and hygiene in catering	Students should be able to: 1. Explain sanitation hygiene. 2. List types of sanitation and hygiene.	1. Types of sanitation and hygiene. a. Water sanitation b. Environmental sanitation. c. Food safety practices d. Kitchen hygiene e. Personal hygiene	1. Explains the types of sanitation and hygiene environmental sanitation. 2. Demonstrates sanitation (hard wasting) . 3. Explains kitchen and personal hygiene.	1. Participate in the discussion. 2. Practice hard washing, copy board.	1. Charts on sanitation and hygiene. 2. Pictures of Hand 3. Pictures of tools for personal and kitchen hygiene.	Students to: list 5 kitchen and personal hygiene practices.
6 & 7	Study of food commodities and principles of cooking methods	Students should be able to: identify nineteen food commodities and their uses in the catering industry	Food commodities e.g. poultries, games, meat, fish, vegetables, fruits, dairy products, pulses, cesareans, herbs, flavoring etc.	Discusses the various food commodities and cooking methods.	Participate in the discussion.	Different food commodities.	Students to: list at least five food commodities.
8.	Principles of cooking methods I	Students should be able to: explain various methods of cooking foods.	Methods of cooking	Demonstrates the cooking of the different food commodities using various cooking methods.	Practice cooking the various food commodities.	Cooking equipment	Students to: 1. identify four methods of cooking. 2. prepare four dishes using different methods of cooking.
9 -	REVISION						
12	EXAMINATION						

CATERING CRAFT
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Principles of cooking methods II	Students should be able to: 1. prepare the various food commodities by applying the different methods of cooking. 2. measure using local and standard equipment.	1. Preparation of the various food commodities. 2. Standard/Local measurements.	1. Demonstrates the cooking of the different food commodities using various cooking methods. 2. Demonstrates the uses different measuring equipment.	1. Practice cooking the various food commodities. 2. Practice measurement with standard and local equipment.	1. Cooking equipment and utensils. 2. Charts of various food commodities and equipment. 3. Measuring equipments both local and standard.	Students to: 1. prepare four dishes ashes different. 2. compare and contrast the various cooking methods. 3. measure foods using different measuring equipment.
2.	Food and beverage service personnel	Students should be able to: mention the various personnel in the food and beverage area.	1. Personnel in the food and beverage area. 2. Functions of food and beverage personnel.	1. Enumerates the various types of personnel in the food and beverage area. 2. Discuss the function of the food and beverage personnel.	1. Participate in discussion. 2. Copy board summary.	Charts on the organization of small, medium and large catering organization.	Students to: 1. list four food and beverage service personnel. 2. mention three functions of each of the personnel.
3.	Food and beverage service personnel	Students should be able to: outline the duties of the food and beverage personnel.					

CATERING CRAFT
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Types of service and table laying setting	Students should be able to: explain five types of food services.	1. Types of food service. 2. Types of covers 3. Table laying setting.	1. Explains and demonstrates the various types of food service. 2. Demonstrates different types of cover. 3. Demonstrates table laying. 4. Demonstrates napkin folding.	Observe and practice alongs ideals teacher.	1. Table wares, flat wares, glass wares etc. 2. Tables, chairs 3. Linen 4. Pictures of the various table laying. 5. Pictures of covers and napkin folding.	1. Serve different menu using two methods of food service. 2. Lay table for two different covers. 3. Fold napkins into three different styles.
5.	Different methods of service	2. Serve various dishes using different methods.					
6.	Table laying setting	3. Explain two types of cover 4. Lay tables for different menus					
7	REVISION						
12	EXAMINATION						

GARMENT MAKING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The Importance of Clothes / Garments	Students should be able to: 1. Explain the meaning of clothes. 2. State the reasons for wearing clothes. 3. Identify clothing items.	1. Meaning of clothes. 2. Reasons for wearing clothes. 3. Identification of clothing items.	1. Explains the meaning of clothes. 2. Guides discussion on reasons for wearing clothes. 3. Displays various items of clothing.	1. Participates in the discussion. 2. Identify the different items of clothing on display.	Different clothing items.	Students to: 1. explain the meaning of clothes. 2. give three reasons for wearing clothes. 3. list four items of clothing.
2	The Importance of clothes / Garments	Students should be able to: 1. Identify appropriate clothing items for: i. school ii. religious activities iii. office work iv. house work v. sleep vi. special occasions e.g. wedding ceremony 2. mention examples of clothing accessories.	1. Identification of clothes for different occasions. 2. Clothing accessories.	1. Leads discussion on appropriate clothing items for different occasions. 2. Displays some clothing accessories for students to see.	1. Participates in the discussion. 2. Ask and answer questions. 3. Copy board summary.	1. A chart displaying dresses for various occasion. 2. A chart displaying clothing accessories.	Students to: 1. identify appropriate clothes for three different occasion. 2. mention four clothing accessories.
3.	The concept of garment designing	Students should be able to: 1. explain the concept of garment designing. 2. state the principles of designing.	1. Definition of garment designing. 2. Principles of design.	1. Explains the concept of garment design. 2. Guide discussion on principles of design. 3. Gives board summary.	1. Participates in the discussion. 2. Copy note on the board.	Charts the principles of designing.	Students to: 1. define garment designing. 2. list four principles of design.

GARMENT MAKING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	The concept of garment designing (II)	Students should be able to: 1. enumerate the elements of designing. 2. outline the factors that influence garment designing.	1. Elements of design. 2. Factors that influence garment designing e.g. age, figure types etc.	1. Guides discussion on: i. elements of design ii. factors that influence garment designing. 2. Gives board summary.	1. Participates in the discussion. 2. Copy note on the board.	1. Charts showing elements of design. 2. Colour wheel.	Students to: 1. mention three elements of design. 2. state three factors that influence garment designing.
5.	Economic importance of garment designing	Students should be able to: 1. explain the importance of garment designing. - the individual. - the family - the nation 2. outline the economic value of garment making.	1. Importance of garments making to individual, family and the nation. 2. Economic value of garment making.	Guides discussion on: 1. importance of garment making. 2. economics values of garment making. 3. gives board summary.	1. Contributes to the discussion. 2. Ask and answer questions. 3. Copy note.	A charts highlighting the importance of garment designing.	Students to: 1. explain the importance of garment designing to: i. the individual ii. the family iii. the nation 2. outline the economic value of garment making.
6	Entrepreneurship in garment making	Students should be able to: 1. explain the term entrepreneurship. 2. list the qualities of an entrepreneur.	1. Entrepreneurship/ small business management. 2. Qualities of an entrepreneur.	1. Explain the meaning of entrepreneurship 2. Guides discussion on qualities of an entrepreneur.	1. Participate in the discussion 2. Mention successful entrepreneurs in their localities	Posters on successful Entrepreneurs	Students to: 1. explain the term entrepreneurship. 2. give five qualities of an entrepreneur.
7.	Entrepreneurship in garment making II	Students should be able to: 1. state the advantages of entrepreneurship. 2. mention factors to be considered when going into garment making business.	1. Advantages of entrepreneurship. 2. Factors to be considered when going into garment making business.	Guides discussion on: 1. the advantages of entrepreneurship. 2. factors to be considered when going into garment making business.	1. Participate in the discussion. 2. Writes a plan of how to start a garment making business.	Pictures showing Garment making shops	Students to: 1. state three advantages of entrepreneurship. 2. state four factors to be considered when going into garment making business.

GARMENT MAKING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Simple sewing tools and equipment	1. explain the meaning of sewing tools and equipment. 2. identify sewing tools and equipment. 3. classify these tools and equipment according to functions. 4. outline the points to consider when choosing sewing tools and equipment.	1. Identification of various sewing tools and equipment. 2. Classification of tools viz: - measuring - making - cutting - pressing - storages 3. Points to consider in choosing tools and equipment.	1. Shows the students the various types of sewing tools and equipment and demonstrate how to use them. 2. Guides discussion on points to consider when choosing sewing tools and equipment.	1. Examines closely the various types of sewing tools and equipment. 2. Practice using the tools and equipment. 3. Ask and answer questions.	1. Different sewing tools e.g. scissors, tape measure, tailour's chalk thimbles, needles etc. 2. Charts showing classification of sewing tools and equipment according to their functions.	1. Mention five sewing tools and equipment. 2. Mention four classes of sewing tools and equipment. 3. State the points to consider when choosing sewing tools and equipment.
9	The sewing machine	1. identify different types of sewing machine. 2. draw and label a sewing machine. 3. outline the uses of different types of sewing machine.	1. Types of sewing machine 2. Uses of different types of sewing machine 3. Diagrammed of sewing machine	1. Mentions the various types of sewing machine and explain how they work. 2. Checks students work.	1. Ask and answer questions. 2. Draw and label a sewing machine	Different types of sewing machine.	1. Name types of sewing machine. 2. Describe how each sewing machine works.
10	The sewing machine	1. mention parts of a sewing machine. 2. outline the functions of each part of the sewing machine.	Parts of a sewing machine: - balance wheel - presser foot - presser foot lifter - spool pin - thread guide - needle damp etc. 2. Functions of parts of a sewing machine	1. Explains the various parts of sewing machine. 2. Demonstrates the operation of the sewing machine.	1. Practice how to make use of the sewing machine. 2. Ask and answer questions.	Pictures of some individual sewing machine.	1. Mention the different parts of a sewing machine. 2. State the functions of parts of a sewing machine.
11	REVISION						
12	EXAMINATION						

**GARMENT MAKING
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Sewing tools care of sewing tools and equipment	Student should be able to: 1. explain the importance of care and maintenance of sewing tools and equipment. 2. mention the specific method of caring for each tools and equipment properly. 3. store sewing tools properly.	1. Importance of care and maintenance of sewing tools and equipment. 2. Care of simple sewing tools 3. Storage of sewing tools and equipment	Guides discussion on: 1. the importance of caring for sewing tools and equipment. 2. methods of caring for sewing tools and equipment.	1. Participate in the discussion. 2. Ask and answer question.	Different sewing tools and equipment	Students to: 1. explain the importance of care and maintenance of the sewing tools. 2. state the methods of caring for any five sewing tools. 3. state how to store the tools mentioned above.
2.	Care of sewing tools and equipment	1. explain the steps in caring and maintaining the sewing machine. 2. mention the different parts of the sewing machine that needs oiling. 3. care for the sewing machine.	1. Steps in caring for the sewing machine. 2. Different parts of the sewing machine that needs oiling. 3. Guidelines for oiling the sewing machine.	1. Guides discussion on: i. step in caring for the sewing machine. ii. parts of the machine that needs oiling.	1. Participates in the discussion. 2. Ask and answer question. 3. Clean a sewing machine.	1. The sewing machine. 2. Materials for maintaining and servicing the sewing machine e.g. oil, brush, powder etc.	Students to: 1. explain the steps in caring for a sewing machine. 2. mention the parts of the sewing machine that needs oiling. 3. state the guidelines for oiling a sewing machine.

GARMENT MAKING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3.	Common machine faults and remedies or solutions	Students should be able to: 1. identify common machine faults. 2. explain the causes of the faults.	1. Common machine faults/problems: i. imperfect stitching. ii. skipped stitches iii. puckers in fabric. iv. breaking of needle. v. constant breaking of thread. 2. Causes of the faults.	Guides discussion on: i. common machine faults. ii. causes of common machine faults.	1. Participate in the discussion. 2. Ask and answer questions.	Sewing machine.	Students to: 1. identify four common faults in sewing machine. 2. explain the causes of the faults mentioned above.
4.	Common machine faults and remedies or solutions	Students should be able to: 1. outline the solutions/remedies to machine faults. 2. point out common improper use of sewing machine. 3. mention some sewing machine accessories e.g. button hole maker, gathering foot zipper foot etc.	1. Solutions/Remedies to machine faults. 2. Improper uses of machine parts. 3. Sewing machine accessories.	1. Demonstrates correction of some machine fault. 2. Displays some common sewing machine accessories.	Practice rectifying some machine faults.	Sewing machine and accessories.	Students to: 1. outline the solutions to any four common fault of the sewing machine. 2. mention three improper ways of using the sewing machine. 3. mention four sewing machine accessories.

GARMENT MAKING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Basic stitches (Temporary stitches)	1. explain the meaning of stitches. 2. mention various temporary stitches. 3. state the uses of temporary stitches. 4. make temporary stitches.	1. Meaning of stitches. 2. Types of temporary stitches. 3. Uses of temporary stitches. 4. Procedure for making each stitches.	1. Guides discussion on: i. meaning of stitches. ii. uses of various types of temporary stitches. 2. demonstrates the procedure or making the various stitches.	1. Participates in the discussion. 2. Ask and answer questions. 3. Practice making of the stitches.	1. Charts showing the different types of stitches. 2. Pieces of fabric, pins, needles, thread, measuring tape, scissors etc.	1. explain the meaning of stitches. 2. mention the various types of temporary stitches. 3. state two uses of temporary stitches. 4. make specimen of the stitches.
6.	Basic stitches (permanent stitches)	1. mention the various types of permanent / decorative stitches. 2. state the uses of permanent / decorative stitches. 3. make permanent / decorative stitches.	1. Types of permanent decorative stitches 2. Uses of permanent/Decorative stitches. 3. Procedure for making permanent/decorative stitches	1. Guides discussion on: i. Types of permanents / decorative stitches 2. Uses of permanent decorative stitches. 3. Demonstrate the procedure for making various types of permanent stitches.	1. Participate in the discussion. 2. Ask and answer questions. 3. Practice making permanent decorative stitches.	1. Charts showing the different types of stitches. 2. Pieces of fabrics, scissor, different colour of thread etc.	1. Mention five types of permanent or decorative stitches. 2. Mention two uses of permanent or decorative stitches. 3. Make five permanent decorative stitches.
7.	Seams and seam finishes I	1. state the meaning of seam. 2. identify the different types of seams and where they are used. 3. state the points to consider when choosing a seam.	1. Meaning of seams. 2. Types of seams and where they are used. 3. Points to consider when choosing a seam.	Guides discussion on: 1. meaning of seams 2. types of seams 3. points to consider when choosing a seam.	1. Participate in the discussion. 2. Ask and answer question.	Charts showing the different types of seams and seam finishes.	1. state the meaning of seam. 2. identify the different types of seams and where they are uses. 3. state the points to consider when choosing a seam.

GARMENT MAKING
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Seams and seam finishes II	1. demonstrate the procedure for making the different types of seams. 2. mention examples of seam finishes. 3. make seam finishes.	1. Procedures for making different types of seams i. Open seam ii. French Seam iii. Run and fell iv. Lapped seam 2. Types of seam finishes	1. Guides discussion on types of seam finishes. 2. Demonstrate the procedure for making the various types of seams.	1. Practice the making of seams and seam finishes. 2. Ask and answer question.	1. Charts showing the different types of seams and seam finishes. 2. Pieces of fabric, needles, pairs of scissors, tapes, pins etc.	1. demonstrate the procedure for making the different types of seams. 2. mention examples of seam finishes. 3. make seam finishes.
9	Disposal of fullness I	1. explain the meaning of fullness disposal. 2. mention the different methods of disposing fullness. 3. outline the uses of each methods of disposing fullness.	1. Meaning of fullness disposal. 2. Methods of disposing fullness e.g. darts, pleats gathers, tucks etc. 3. Uses of each method of disposing fullness.	1. Guides discussion on: i. meaning of fullness disposal. ii. methods of disposing fullness iii. uses of each method of disposing fullness.	1. Participate in the discussion. 2. Ask and answer questions.	Charts showing the different methods of controlling fullness.	1. Explain the meaning of fullness disposal. 2. Mention the different methods of disposing fullness. 3. Outline the uses of each method of disposing fullness.
10	Disposal of fullness II	1. demonstrate state the procedure for making darts. 2. make pleats and gather. 3. make tucks.	Procedures for making 1. Darts 2. Tucks 3. Gathers 4. Pleats	1. Demonstrate the procedure for controlling fullness in garments. 2. Guides students to make i. Darts ii. Tucks iii. Gathers iv. pleats	Practice the various methods of controlling fullness.	Pieces of fabrics, needles, thread, tapes etc.	1. Demonstrate the procedure for making darts. 2. Make pleats and gathers. 3. Make tucks.
11	REVISION						
12	EXAMINATION						

GARMENT MAKING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Sewing process Facings and interfacings	Students should be able to: 1. explain the meaning of facing in garment making. 2. list the different types of facings. 3. state the functions of facings. 4. make facings.	1. Meaning of facing in garment making 2. Types of facings 3. Functions of facing	1. Guides discussion on: i. meaning of facing ii. types of facings iii. functions of facings 2. demonstrates attachment of facings	1. Participate in the discussion. 2. Practice attachment of facings.	1. Diagram of facings. 2. Pieces of fabrics, needles, thread, tapes pairs of scissors etc.	1. explain facings in garment making. 2. list three types of facings. 3. state the functions of facing. 4. make specimen of three types of facing.
2.	Facings and interfacings	1. explain interfacing. 2. mention different types of interfacings. 3. state the functions of interfacings. 4. make interfacings.	1. Meaning of interfacings. 2. Types of interfacings. 3. Functions of interfacings. 4. Other edge finishes.	Guides discussion: 1. types of interfacing. 2. functions of interfacing. 3. demonstrate attachment of interfacing.	1. Participate in the discussion. 2. Practice attachment of interfacing.	1. Diagram of interfacings. 2. Pieces of fabrics, needle, thread, tapes pairs of scissors.	1. explain interfacing 2. mention three types of interfacing. 3. state the functions of interfacing. 4. make specimens of three interfacing.
3.	Openings and fastenings	1. Explain openings in garment making 2. Mention the three types of openings 3. State the functions of openings 4. Make openings	1. Openings 2. Types of openings 3. Functions of openings	Guides discussion on: 1. Types of openings 2. Demonstrates how to make openings	1. Participate in the discussion. 2. Practice how to make opening	Real objects e.g. buttons, hooks and eyes, press studs thread needle etc.	1. explain the word openings in garment making. 2. mention three types of openings. 3. state the functions of openings. 4. make specimen of three openings.
4.	Openings and fastenings	1. Explain fastenings 2. List the types of fastenings 3. State the functions of fastenings 4. Make specimen of fastenings	Fastenings 1. Meaning 2. Types 3. Functions 4. Practical work on fastenings	Guides discussions on: 1. Meaning of fastening 2. Types of fastenings 3. Functions of fastenings 4. Demonstrate how to make fastenings	1. Participate in the discussion 2. Identify fastenings on their garment 3. Practice how to make fastenings	Real objects e.g. Fasteners, press, studs zippers etc.	1. Explain the term fastenings. 2. List the three different types of fastenings. 3. State three functions of fastenings. 4. Make specimen of three fastenings.

GARMENT MAKING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	In garment making. The concept of patterns.	1. explain the meaning of pattern. 2. explain the term “pattern drafting” . 3. enumerate the advantages of the use of patterns.	1a. Pattern. b. Pattern drafting. 2. Advantages of the uses of patterns.	1. Guides discussion on i. Meaning of patterns ii. Meaning of pattern drafting iii. Advantages of the use of patterns.	1. Participate in the discussion. 2. Ask and answer questions.	Tape measure long ruler, T-square, pencils and eraser, arm hole curve, skirt guide, brown paper etc.	1. define the term patterns. 2. define the term ‘pattern drafting’ . 3. give three advantages of the uses of patterns.
6.	The concept of patterns	1. list tools and equipment used in pattern drafting. 2. explain pattern drafting and symbols. 3. give examples of pattern markings and symbols.	1. Tools and equipment for pattern drafting. 2. Pattern markings and symbols.	1. Explain the uses of various tools used in pattern drafting. 2. Illustrates pattern markings and symbols.	1. Participate in the discussion. 2. Ask and answer questions.	Charts illustrating pattern makings and symbols.	1. identify four tools used for pattern. 2. identify four pattern markings and symbols.
7.	Ways of obtaining patterns	1. enumerate the different way of obtaining patterns. 2. state the merits and demerits of various methods of obtaining patterns.	1. Different ways of obtaining patterns e.g. draping, flat pattern method, and computer aided design etc. 2. Merits and demerits of various methods of obtaining patterns.	1. Methods of obtaining patterns. 2. Merits and demerits of various methods of obtaining patterns.	1. Participate in the discussion. 2. Ask and answer questions.	Charts showing the merits and demerits of various methods of obtaining patterns.	1. mention four different ways of obtaining patterns. 2. give three merits and demerits of any three ways of obtaining patterns.

GARMENT MAKING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	The free hand method	1. explain the meaning of free hand method of cutting. 2. describe the techniques involved in freehand method of cutting 3. enumerate the merits and demerits of freehand method.	1. Freehand method of cutting 2. Techniques involved in freehand cutting 3. Merits and demerits of freehand cutting	1. Guides discussion on the techniques of freehand method of cutting 2. Demonstrates the process of freehand cutting of fabric.	1. Participate in the discussion 2. Practice freehand cutting on calico or any cheap fabric	Fabric pairs of scissors, tape, tailor's chalk, pins, measurement chart etc.	1. state the meaning of freehand method of cutting. 2. explain the techniques of freehand cutting. 3. enumerate three merits and demerits of freehand cutting.
9	Body measurements.	1. explain the importance of taking body measurement. 2. state the principles for obtaining accurate body measurement.	1. Importance of taking accurate body measurement 2. Principals involved in taking accurate body measurement	Guide discussion on: 1. Importance of body measurement 2. Principals involved in taking accurate body measurements	1. Participate in the discussion 2. Ask and answer questions	Tools for taking body measurement e.g. tape measure, note book, pencil etc.	1. state two reasons for taking body measurement 2. outline four principles for obtaining body measurements.
10	Body measurements.	1. enumerate the essential body parts to be measured. 2. describe the procedures for taking body measurement. 3. take body measurement.	1. Essential body parts to be measured. 2. Procedures for taking body measurement.	1. List and describes the various parts of the body to be measured. 2. Demonstrate how to obtain the measurement 3. Supervises students practice.	Practice taking the various body measurements with their class mates.	Diagram of human body indicating parts for measurement.	1. list six parts of the body to be measured. 2. measure five parts of the body accurately.
11	REVISION						
12	EXAMINATION						

CLOTHING AND TEXTILE
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Textiles careers in clothing and textile	Students should be able to: 1. define careers. 2. identify different job opportunities open to a person trained in the area of clothing and textile. 3. differentiate between a formally trained clothing expert and a roadside tailor.	1. Definition of careers. 2. Careers in clothing and textile: -dress designing. -dress making/tailoring. -textile designing -interior decoration -modeling -teaching -embroidery etc. 3. Differences between formally trained and a roadside tailor/seam stress.	1. Leads discussion on job opportunities in clothing and textile and its definition. 2. Guides students in listing job opportunities in clothing and textile. 3. Guide students to tabulate the differences between formally trained and roadside tailor/seam stress on the chalkboard.	1. Participate in class discussion. 2. Copy notes.	1. Chart showing professionals in clothing and textile. 2. Textbooks. 3. Chalkboard 4. Field trip to a garment making factory or shop.	Students to: 1. list five job opportunities open to a person trained in the area of clothing construction and textile. 2. state three differences between formally trained and roadside tailor.
2	Textiles definition origin of fibres	Students should be able to: 1. explain the meaning of fibre and fabrics. 2. state the difference between fibres and fabrics 3. state the different types of fibres. 4. identify the origin of different types of fibre.	1. Meaning of fibre and fabric. 2. Types of fibres -Natural fibres man-made/artificial synthetic fibres. 3. Origin of fibres -Natural fibres man-made/artificial synthetic fibres.	1. Explains the meaning of fibres and fabric. 2. States the difference between fibre and fabrics. 3. Leads discussion on the origin of different fibres.	1. Participate in class discussion. 2. Copy note 3. Draw the diagram showing different fibre.	Sample of different types of fabric.	Students to: 1. explain the meaning of fibre and fabrics. 2. state the different types fibre. 3. state the origin of different types of fibre.

CLOTHING AND TEXTILE
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Textiles manufacturing processes of fibres I	Students should be able to: 1. list the different stages in the manufacturing processes of different natural fibres. 2. describe the manufacturing processes of different natural fibres.	Manufacturing processes of Natural fibres e.g. -cotton -linen -silk -wool.	1. Discusses the manufacturing process of different natural fibres. 2. Leads students to list the different stages in manufacturing of different natural fibres.	1. Participate in class discussion. 2. Copy notes.	1. Video clips and films of manufacturing processes on natural fibres. 2. Field trips to textile industry. 3. Chalkboard. 4. Textbooks.	Students to: 1. describe the manufacturing processes of two types of natural fibres. 2. list the different manufacturing stages in following fibres -cotton -wool.
4	Textiles manufacturing processes of fibres II	Students should be able to: describe the manufacturing processes of man-made/synthetic fibres.	1. Manufacturing processes of man-made/synthetic fibre e.g. -cellulose fibres -non-cellulose fibres.	Discusses the manufacturing processes of different man-made/synthetic fibres.	1. Participate in class discussion. 2. Copy notes.	1. Video clips and films of manufacturing processes of man-made/synthetic fibres. 2. Field trips to textile industry. 3. Chalkboard.	Students to: describe the manufacturing processes of any one each of cellulose and non-cellulose fibres.
5	Textiles properties of fibres	Students should be able to: state the properties of different natural fibres.	Properties characteristics of different natural fibres e.g. -cotton -linen -silk -wool.	Leads discussion the properties/ characteristics of different natural fibres.	Tabulate the properties/ characteristics of different natural fibres.	1. Sample of different types of fabric. 2. Chalkboard 3. Notebooks	Students to: state two properties of each of two different types of fibres.

CLOTHING AND TEXTILE
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Textiles properties of man-made/synthetic fibres. II	Students should be able to: state the properties of different man-made/synthetic fibres.	Properties of different man-made/synthetic fibres e.g. -rayon -acetate -nylon -terylene.	Leads discussion on the properties /characteristics of different man-made/synthetic fibres.	Tabulate the properties at different man-made/synthetic fibres.	1. Sample of different types of fabric. 2. Chalkboard 3. Notebooks.	Students to: state two properties of two different types of man-made/synthetic fibres.
7	Textiles test for fabric identification	Students should be able to: 1. list the different test for identification of different fabrics. 2. carry out different test for the identification of different fabrics. 3. describe the test for the identification of each types of fabric.	1. Test for fabric identification. -handling/feeling appearance. -label -burning -chemical test -microscopic test.	1. Leads discussion on the test for the identification at different fabrics. 2. Demonstrates the procedure for different test for the identification of different fabrics. 3. Gives notes on the procedure of the test for the identification of different fabrics.	1. Participate in class discussion on test for the identification of different fabrics. 2. Carry out test on the identification of different fabrics. 3. Copy notes.	1. Samples of different types of fabrics. 2. Hand lens 3. Microscope 4. Matches 5. Sodium hydroxide. 6. Tetraoxosulphate (vi) 7. Textbooks. 8. Chalkboard.	Students to: 1. list two types of test for fabric identification. 2. describe one procedure for carrying out tests for fabrics. 3. demonstrate in groups, one procedure for carrying out the test for fabric identification.
8	Textiles: fabric finishes	Students should be able to: 1. state the different fabric finishes used on fabrics. 2. identify finishes used on fabrics. 3. differentiate between ordinary and special finishes. 4. state the importance of fabric finishes.	1. Fabric finishes -Mercerized -Sanforised -drip-dry etc. 2. Importance of fabric finishes.	1. Leads discussion on different fabric finishes. 2. Guides students to identify different finishes on fabrics. 3. Guides students to list the importance of fabric finishes. 4. Writes notes on fabric finishes on the chalkboard.	1. Participate in class discussion. 2. Ask and answer question. 3. Copy notes.	1. Sample of fabrics with different finishes. 2. Textbooks. 3. Chalkboard.	Students to: 1. list four different fabric finishes. 2. state three importance of fabric finishes. 3. state two different between ordinary and special fabric finishes.

CLOTHING AND TEXTILE
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Textiles: locally made fabrics	Students should be able to: 1. list the local fabrics made in Nigeria. 2. identify local communities where the fabrics or made in Nigeria. 3. state the uses of local fabrics in Nigeria. 4. make use of locally made fabrics for their personal garments and household article. 5. differentiate between locally made fabric and imported ones.	1. Locally made fabrics. -Aso oke -Okene cloth -Akwete -Prints e.g. tie and dye, batik, screen printing etc. 2. Local communities where the fabrics are made in Nigeria e.g. Akwete from River State. 3. Uses / importance of local fabric made in Nigeria. 4. Differences between imported and locally made fabrics.	1. Leads discussion on the local fabrics made in Nigeria. 2. Guides students to list the local communities where each fabric is made in Nigeria. 3. Guides students to list uses / importance of local fabric made in Nigeria. 4. Leads discussion on the difference between imported and locally made fabrics.	1. Listen attentively. 2. Participate in class discussion. 3. Ask and answer questions. 4. Copy notes.	1. Samples of local fabrics made in Nigeria. 3. Pictures of local weavers. 3. Field trip to a cottage weaving industry. 4. Textbooks. 5. Chalkboard 6. Sample of imported fabrics.	Students to: 1. mention two local fabrics made in Nigeria. 2. state the local community that produce each fabric. 3. state two uses of locally made fabrics. 4. list two differences between locally made fabric and imported ones.
10	Textiles: production of fabric album	Students should be able to: 1. produce on album of different fabric. 2. label the fabrics properly.	1. Production of identification of fabric album.	1. Leads students to produce an album of different fabrics. 2. Guides students to label properly.	1. Produce their various albums. 2. Label the different fabrics properly.	1. Samples of different fabrics. 2. Cardboard paper for making the album or notebook.	Students to: 1. write the names of fabrics displayed on the table.
11	REVISION						
12	EXAMINATION						

CLOTHING AND TEXTILE
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Sewing tools	Students should be able to: 1. identify and list the different tools used in garment construction. 2. list the uses of the different tools used in garment construction.	1. The tools used for garment construction -scissors, pin etc. 2. Uses of the tools e.g. scissors for cutting out, etc.	1. Displays the different tools used in garment construction. 2. Guides students to identify and list the tools used in garment construction and their uses.	1. Observe and take note of the special features of the tools used in garment construction. 2. Participate in class discussion.	1. Tools for garment making. 2. Textbooks. 3. Chalkboard.	Students to: 1. list four tools used for garment construction. 2. State one uses of each tools listed above.
2	Sewing equipment	Students should be able to: 1. identify and list the different equipment used in garment construction. 2. list the different types of sewing machine. 3. state the functions of different parts of sewing machine. 4. list the uses of the different equipment used in garment construction.	Equipment for garment construction: 1. Types of sewing machine. 2. Parts of sewing machine. 3. Other machines e.g. interlocking machines etc. 4. Uses of each equipment for garment construction.	1. Leads students to identify the different types of sewing machine. 2. Takes students round the laboratory to show them the different equipment for garment construction another uses. 3. Guides students to identify the functions of the different parts of sewing machine.	1. Participate in class discussion. 2. Move around with the teacher to identify the equipment and note the special features of each equipment.	1. Equipment for garment construction. 2. Textbook. 3. Chalkboard.	Students to: 1. list two equipment used for garment construction. 2. state the uses of each equipment. 3. illustrate five parts of a sewing machine with a diagram. 4. state the function of any five parts of sewing machine.

CLOTHING AND TEXTILE
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Sewing tools and equipment	Students should be able to: 1. state the factors that influence choice of tools and equipment. 2. care for the tools and equipment for garment construction.	1. Factors that influence the choice of tools and equipment e.g. money. 2. Care of tools and equipment e.g. oiling, dusting, brushing etc.	1. Leads students to list the factors that influence the choice of tools and equipment. 2. Leads discussion on the care of the tools and equipment used for garment construction. 3. Demonstrates the procedure for oiling a sewing machine.	1. Participate in class discussion. 2. Carry out the procedure for oiling a sewing machine.	1. Machine oil. 2. A sewing machine. 3. Duster. 4. Textbook. 5. Chalkboard.	Students to: 1. give four factors that influence the choice of tools and equipment. 2. state two ways of caring for each sewing tools and equipment.
4	General safety precautions in clothing and textiles.	Students should be able to: 1. handle the tools and equipment properly. 2. observe prescribed safety precautions in the use of each tool and equipment. 3. observe safety precautions in the laboratory.	Safety precaution : 1. use of tools 2. use of equipment 3. use of laboratory	1. Leads discussion on the proper handling of tools and equipment. 2. Demonstrates the proper use of each tools and equipment. 3. Leads discussion on the safety precautions to be observed in the laboratory.	1. Participate in class discussion. 2. Observe the teacher demonstration of the uses of tools and equipment. 3. Copy notes.	1. Chart showing proper use/handling of various tools and equipment. 2. Instructions manual. 3. Sample of tools and equipment. 4. Textbooks 5. Chalkboard.	Students to: 1. describe the proper ways of handling/using tools and equipment. 2. demonstrate the proper safety precaution to be observed in the use of tools and equipment.

CLOTHING AND TEXTILE
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Essentials of garment construction	Students should be able to: 1. identify different figure types. 2. take body measurement. 3. discuss the influence of figure type on the selection of styles. 4. use different styles to enhance the figure. 5. select and purchase materials for garment construction.	1. Study of figure types. 2. Influence of figure types on the selection of styles. 3. Use of different styles. 4. Basic measurements 5. Selection and purchase of materials -factors that influence quantities to buy. -estimating quantities to buy.	1. Leads discussion on the identification of different figure types. 2. Leads discussion on the influence of figure types on the selection of styles. 3. Demonstrates how body measurement should be taken. 4. Guides students to list the factors that influence the selection and purchase of material for garment construction.	1. Participate in class discussion. 2. Pair up and practice how to take the body measurements.	1. Collection of pictures of different styles. 2. Tape measurement. 3. Pencils. 4. Notebook for taking down measurement. 5. Textbook 6. Chalkboard	Students to: 1. list two different figure types. 2. pair up to take the body measurement of their partner and record it. 3. mention two ways figure types influence selection of style. 4. describe three ways of using styles to enhance the figure.
6	Simple patterns I	Students should be able to: 1. identify the two types of commercial patterns and their trade marks. 2. identify pattern makings an pattern. 3. explain the notation on pattern pieces. 4. interprets the language used on commercial pattern.	1. Commercial patterns -choice -adaption -uses 2. Types of commercial pattern -prints -perforated 3. Trademarks for commercial patterns e.g. vogue, butter rick etc.	1. Displays commercial pattern and leads discussion on how to use them. 2. Leads discussion on the choice, adaptation and uses of commercial patterns. 3. Leads discussion on different types of pattern and their trademarks. 4. Discuss the different pattern markings and their meaning.	1. Participate in class discussion. 2. Identify and interprets different pattern markings.	1. Samples of commercials patterns. 2. Textbook 3. Chalkboard.	Students to: 1. list two types of commercial patterns. 2. identify three commercial pattern trademarks. 3. interpret two pattern markings.

CLOTHING AND TEXTILE
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Simple pattern II	Students should be able to: draft simple pattern.	1. Drafting of simple patterns e.g. bodices (front and back) 2. Sleeve.	1. Guides students on how to draft block pattern for personal garment.	1. Draft block pattern for their personal garment.	1. Brown paper 2. Pencil 3. Tape measurement 4. Eraser 5. Ruler 6. Textbook 7. Chalkboard.	Students to: draft bodices block using personal body measurement.
8	Making simple garment pattern laying and cutting out I	Students should be able to: 1. prepare material and identify the grain. 2. lay and cut out pattern pieces. 3. interpret standard markings made on the patterns. 4. transfer pattern markings made on the pattern. 5. tack up garment for fitting.	1. Pattern laying and cutting out procedure. -preparation of fabric. -laying out of pattern pieces. -cutting out -transferring pattern marking. -tracking of garment pieces for first fitting.	1. Demonstrates how to prepare material for cutting out. 2. Guides students on how to identify the grain. 3. Demonstrates how to lay and cut out material. 4. Guides students on how to transfer pattern markings onto the material. 5. Demonstrate how to tack garment for first fitting.	1. Participate in the preparation of materials for cutting out. 2. Practice laying and cutting out of the material. 3. Transfer pattern markings onto the material 4. Practice tacking garment for first fitting as demonstrated by teacher.	1. Big table 2. Material 3. Pins 4. Scissors 5. Iron 6. Tracing wheel 7. Needle 8. Thread.	Students to: 1. demonstrate how to prepare material for cutting. 2. demonstrate how to lay and cut out. 3. demonstrate how to transfer pattern marking onto the material. 4. demonstrate how to tack up garment for first fitting.

CLOTHING AND TEXTILE
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Making of simple garments: Garment making processes II	Students should be able to: 1. select the appropriate processes in constructing a garment. 2. apply the processes selected for garment construction. 3. differentiate between different types of -stitches -seams.	Garment making processes: 1. basic stitches -temporary and permanent stitches. 2. seams -plain seam etc.	1. Leads discussion on the selection of appropriate processes. 2. Demonstrates the application of the processes selected e.g. using basic stitches and seams. 3. Leads discussion on different garment making processes. 4. Guides and supervises the students as they make garments using the processes.	1. Participate in the discussion on the selection of appropriate process. 2. Practice the application of the process selected as demonstrated by the teacher. 3. Make personal garment under the supervision of the teacher.	1. Pins 2. Needle 3. Thread 4. Sample of sewn garments 5. Textbooks. 6. Chalkboard.	Students to: 1. state two processes involved in garment construction and their uses. 2. differentiate between French seam, run and fell seam.
10	Making of simple garments: Garment making processes III	Students should be able to: 1. state appropriate process in garment construction. 2. differentiate between different types of: -openings, fastenings used in garment construction. 3. make simple garment.	1. Opening -types of opening 2. Facings 3. Fastenings -types of fastening. 4. Edge finishing -types of edge finishing. 5. Joining cross way strip. 6. Making of simple garment using the processes.	1. Demonstrates the application of the processes selected. 2. Leads discussion on the processes selected. 3. Guides and supervises the students as they make garments using the processes.	1. Practice the application of the processes selected as demonstrated by the teacher. 2. Make personal garment under the supervision of the teacher.	1. Different types of fastening. 2. Pins 3. Tailors chalk 4. Needle 5. Thread 6. Scissors 7. Simple of sewn garments 8. Album showing different garments making processes.	Students to: 1. differentiate between hook and eye/hook and bar. 2. demonstrate the application of three processes in sewing personal garment. 4. project work: make on album showing all garment making processes.
11	REVISION						
12	EXAMINATION						

CLOTHING AND TEXTILE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Household laundry: cleaning agents	Students should be able to: 1. define cleaning agents. 2. list different cleaning agents and their uses. 3. demonstrate how to use each of the cleaning agents. 4. differentiate between soap and detergent.	1. Cleaning agents -soap/detergent -water -bleach etc. 2. Uses of each cleaning agent.	1. Leads the students to define cleaning agents. 2. Leads the students to life the different cleaning agents. 3. Demonstrates how to use each of the cleaning agents.	1. Participate in class discussion. 2. Observe as the teacher demonstrates how to use each of the cleaning agents.	1. Samples of the different cleaning agents. 2. A tablet of soap and a pack of detergent.	Students to: 1. define cleaning agents. 2. list different cleaning agents. 3. differentiate between soap and detergent.
2	Household laundry: washing of clothes I	Students should be able to: 1. prepare clothes for laundry. 2. list the different stages of preparation of clothes for laundry.	Preparation of garment for washing: -sorting of clothes -mending -stain removal -steeping/soaking.	Leads discussion on the step-by-step procedures involved in preparing clothes for washing.	1. Participate in class discussion 2. Ask and answer teacher questions. 3. Copy notes.	1. Needles and thread for mending. 2. Sample of stain removing agents.	Students to: enumerate three steps involved in preparing clothes for laundry.
3	Household laundry: washing of clothes II	Students should be able to: identify different methods suitable for washing different types of fabric.	Methods of washing -hand washing e.g. rubbing method, kneading method etc. -machine washing.	1. Leads discussion on the different methods of washing clothes. 2. Asks questions.	1. Participate in class discussion. 2. Ask and answer teacher questions. 3. Copy notes.	1. Different brand of soap and detergents. 2. Textbook 3. Chalkboard.	Students to: 1. identify two methods of washing clothes. 2. identify fabrics that can be washed using the following methods. -rubbing -kneading.

CLOTHING AND TEXTILE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Household laundry: washing of clothes III	Students should be able to: 1. state other laundry processes after washing. 2. describe the different types of starching.	1. Other laundry processes: -bleaching -bluing -starching 2. Types of starch.	1. Describes other laundry processes. 2. Describes the different types of starch and their application. 3. Asks questions.	1. Participate in class discussion. 2. Ask and answer questions. 3. Copy notes.	1. Bluing, stiffening and bleaching agents. 2. Sample of different types of starch. 3. Chalkboard.	Students to: 1. identify the fabrics that can be blued and starched. 2. state two types of starch used for stiffening.
5	Household laundry: washing of clothes IV	Students should be able to: 1. select the right cleaning agent for the different fabrics. 2. demonstrate the best methods for washing different clothes using hand. 3. demonstrate how to blue, stiffen clothes correctly. 4. Utilize the washing machine properly.	1. Practical work on methods of washing: -hand washing -machine washing 2. Practical work on application of blue and stiffening agent on clothes.	1. Demonstrates the different method of hand washing. 2. Guides students on how to use the different methods of hand washing. 3. Demonstrates how to remove stain, apply blue and stiffening agent on clothes. 4. Guides the students on how to use the washing machine.	1. Watch the teacher as she demonstrates the different methods of washing. 2. Practice the different methods of washing. 3. Practices the use of washing machine with few clothes.	1. Water 2. Soap/detergent 3. Basins/bowls 4. Dirty clothes 5. Washing machine 6. Visit dry-cleaning home.	Students to: 1. state two best methods that can be used for washing very dirty white cotton material. 2. state two reasons why woolen article are washed with kneading method.

CLOTHING AND TEXTILE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Household laundry: finishing of clothes V	Students should be able to: 1. identify different types/methods of finishing given articles after washing. 2. identify general rules to observe when ironing. 3. differentiate between ironing and pressing. 4. list different equipment used in storing clothes.	1. Types/methods of finishing of clothes -ironing -pressing -airing -storing	1. Leads discussion on the types/methods of finishes given to clothes after washing. 2. Leads discussion on the different types of iron and the general rules to observe when ironing. 3. Discusses the different storing equipment.	1. Participate in class discussion 2. Ask and answer questions.	1. Samples of different types of pressing iron. 2. Sample of different hanger. 3. Chart showing the picture of different storing equipment. 4. Textbook 5. Chalkboard.	Students to: 1. identify three methods of finishing clothes after washing. 2. mention four rules to observe when ironing. 3. list two cloth storing equipment.
7	Household laundry: finishing of clothes.	Students should be able to: 1. demonstrate the different finishes given to clothes after washing. 2. store clothes properly after finishing.	Practical work on -ironing -pressing -airing -storing.	1. Demonstrates the differences between ironing and pressing. 2. Demonstrates the procedures to be followed while ironing. 3. Leads students to fold finished clothes for storage. 4. Supervises students work.	1. Observe as the teacher demonstrates and carry them out.	1. Iron 2. Warm water 3. Washed clothes 4. Ironing board 5. Han9ger.	Students to: 1. state two differences between ironing and pressing. 2. list two equipment for storing clothes.

CLOTHING AND TEXTILE
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Household laundry: stain and stain removal I	Students should be able to: 1. identify different types of stain and their origin. 2. list different types of stain.	1. Types of stains: -animal stain -vegetable stain -grease stain etc.	1. Leads discussion in identifying different types of stains and their origin.	1. Participate in class discussion.	1. Sample of stain material. 2. Textbook 3. Chalkboard.	Students to: 1. list five types of stain. 2. state the origin of any three stains mentioned above.
9	Household laundry: stains and stain removal II	Students should be able to: 1. list different stain removing agent. 2. state the general guidelines needed in stain removal. 3. identify the different treatments required in removing specific stains.	1. Stain removing agents e.g. -methylated spirit -kerosine -bleaches etc. 2. General guidelines for stain removal. 3. Removal of specific stain.	1. Discusses extensively and list and stain removing agents. 2. Leads discussion on the general guideline for removing stains. 3. Explains the step by step procedure of removing each types of stain.	1. Participate in class discussion. 2. Tabulate the step by step procedure for removing stains in their notebooks.	1. Sample of stain removing agents. 2. Stains from different origin.	Students to: 1. list five stain removing agent. 2. list four guidelines for removing stains. 3. explain how to remove the following stains -tomato juice -blood -ink -palm oil.
10	Household laundry: Stain and stain removal III	Students should be able to: 1. identify different types of stain and their origin. 2. demonstrate how to remove stains with the appropriate stain removal agent.	1. Practical work on stain removal of different types of stain from. -vegetable stain -animal stain -mineral stain -grease stain etc.	1. Selects stains from different origin e.g. blood-animal stain. 2. States the different stain removal agents used for the different stains. 3. Demonstrates the removal of a named stain following the general guidelines prescribed.	1. Practice how to remove a stain as demonstrated by the teacher.	1. Sample of stain removing agent. 2. Fabrics with different types of stain of different origin. 3. Water 4. Soap/detergent.	Students to: 1. state the procedure for removing the following stains. -blood stain -palm oil -candle wax.
11	REVISION						
12	EXAMINATION						

DYEING AND BLEACHING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Colour theory and formation of motifs	Student should be able to: 1. define colour. 2. identify the classes of colours.	1. Colour theory. 2. Colour identification. - Primary - Secondary - Tertiary - Harmonious and - Monochrome colour.	1. Explains the colour theories. 2. Demonstrates how to create motifs from common African objects.	1. Listen and participates. 2. Observe teachers demonstration on how to create motifs from common African objects.	1). Card-board 2). Pencil. 3). Poster colours. 4). Cutting knife. 5). Brushes. 6). Drawing set, and eraser etc.	Students to: 1. differentiates between primary, secondary and tertiary colours. 2. state the process of monochromatic colour (s) 3. describes the word harmonious colour.
2		Student should be able to: 3. create African motif designs on fabric. 4. create arrange and cut African motifs to form pattern.	Formation of motif- e.g. Local motif, stylized motif, animated object.	1. Guides students to create motifs. 2. Demonstrates how to transfer motifs on flat surface.	Practice how to create motifs.		Students to: 4. lists different source of creating motifs.
3.			Geometric shape and abstract shapes.		1. Arrange motifs to make pattern for dress and furnishing. 2. Display work for appreciation and critique		Students to: 1. describe different types of patterns. 2. create design from objects.
4.	Introduction to tie and dye	Students should be able to: explains the meaning of tie and dye.	Tie and dye	Explains the meaning of tie and dye.	1. Participate in class discussion.	1. Fabric/pure cotton. 2. Dye stuff/assorted colour. 3. Plastic basin. 4. Hot water. 5. Boiling ring. 6. Stone. 7. Raffia. 8. Gloue (Rubber) 9. Scissors.	Students to: 1. state the process of tie and dye. 2. identify materials needed for dyeing washing and starching of furnished fabric. 3. produce one yard fabric material following the starches.

DYEING AND BLEACHING
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5 & 6		Students should be able to: lists different types of tie and dye	Types of tie and dye e.g. folding, knotting, pleating, stitching, twisting, marbling, circle folding and sewing.			1) Fabrics (pure cotton). 2. Dye stuff (assorted colours). 3. Plastic basin 4. Hot water 5. Boling ring 6. Stove. 7. Raffia 8. Gloue (rubber) 9. Sicissors.	
7		Students should be able to: list materials, equipment, tools used in tie and dye.	2. Materials and tools for tie and dye e.g. raffia 100% cotton. Dye stuff, chemicals, indigo, linen thread, water bowl and twine.				
8.	Explains various stages of preparing fabrics for tie and dye.	Students should be able to: tie and dye.	Listen and participate in discussion.		explains various areas of preparing tie and dye.		
9.	Tie and dye (samples of folding)	Students should be able to: use drawing sheet to create samples of folding.	1. Stages of preparation e.g. Washing and dyeing fabric before tying etc. 2. Practice following on paper.	1. Guides students on how to execute different folding techniques. 2. Demonstrates stages involves in the tie and dye.	Produce a tie and dyed fabric following the stages.	1. Pressing iron. 2. Wooden mallet. 3. Linen thread etc.	Student to: display finished work.
10	Practical work on tie and dye.	Students should be able to: apply one yard of fabric materials to fold pleating method. Tie with water resistance rope or raffia.	Transfer deign on fabric and tie the folded fabric.	Guides students on practical work.	1. Participates in the practical work. 2. Display finished products.		Students to: display finished work.
11 & 12	REVISION AND EXAMINATION						

DYEING AND BLEACHING
SS I
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to plain dying and fabrics	Students should be able to explain the difference between tie dying and plain dyeing.	1. Plain dyeing 2. Differences between the dyeing and plain dyeing.	1. Explains the meaning of plain dyeing. 2. Presents the materials and tools needed for plain dyeing. 3. Demonstrates the processes of dyeing plain materials.	1. Participates in the discussion on different materials and tools used for plain dyeing. 2. Observe and touch the material. 3. Observe teacher's demonstrations.	1. Plain materials e.g. jeans, white fabric/brocade. 2. Dye stuff (assorted colour) 3. Chemicals hyrosulphite/caustic soda. 4. Water spoon, plastic bowl, gloves, stoves etc.	Student to: 1. explain plain dyeing. 2. identify materials for plain dyeing. 3. prepare dye bath. 4. dye and finish fabric. 5. display finished product.
2.		Students should be able to: 1. list some fabric materials for plain dyeing. 2. list tools and materials for play dyeing.	Materials and tools for dyeing plain fabrics etc. - Assorted colour or dye stuff. - Caustic soda and hyrosulphite - Plain yards				
3 & 4		Students should be able to: list the process of dyeing plain materials			Carryout the process of dyeing plain materials.	- plastic bowls. - gloves. - stove etc.	
5 & 6			Dyeing procedure. - Preparation of plain materials for dyeing. - Preparation of dye bath. - Dyeing and finishing.		Display finished products.		

DYEING AND BLEACHING
SS I
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Safety	Students should be able to: 1. explain safety precaution in dyeing. 2. explains the uses of the following: - rubber hand gloves. - nose and mouth mask.	1. Safety precaution. 2. Safety precaution in dyeing e.g. - Users of nose and mouth mask while dyeing. - Labeling of chemicals. - Storage of dyeing and chemicals. - Disposal of disposables. - Handling of electrical appliances.	1. Explains safety precautions in dyeing. 2. Leads discussion on safety precautions with specific reference to the following. - Rubber hand gloves. - Nose and mouth mask. - Apron.	1. Listen attentively. 2. Participates in the discussion.	1. Safety precaution posters. 2. Hand gloves (rubber) 3. Apron 4. Nose and mouth mask. 5. Stove 6. Boiling ring. 7. Pomade. 8. Water 9. Soap.	Students to: 1. explain safety precaution in dyeing. 2. state the importance of safety precautions in dyeing. 3. list five safety precaution measures.
8.		Students should be able to: states the importance of safety precaution in dyeing.					
9.		Students should be able to: states three reason or labeling chemicals.	1. Washing of hands. 2. Rubbing of pomade.	Disposing of disposables. - Boling ring. - Electric cooker.			
10		Students should be able to: 1. explain the importance of the following. - apron - disposal of disposable. - handling of electrical appliances.	1. Importance of safety precautions. 2. Protect the hand from direct contact with the chemical. 3. Prevent inhaling of chemicals. 4. Easy identification etc.				
11	REVISION						
12	EXAMINATION						

DYEING AND BLEACHING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Marbling by squeezing method.	Students should be able to: 1. define marbling by squeezing method. 2. list different types of marbling.	1. Marbling. 2. Types of marbling - Marbling by squeezing (one colour) - Marbling by tying (two colours)	1. Explains the meaning of marbling by squeezing in tie and dye. 2. Displays and explains the materials used for marbling.	1. Listen to explanations. 2. Observe the materials displayed. 3. Participates in class discussion.	1. Plain materials, e.g. white 100% cotton. 2. Caustic soda and hydrosulphite 3. Nylon flat sheet. 4. Spoon. 5. Containers. 6. Boiled water and pressing iron.	Students to: 1. explains the meaning of marbling by squeezing. 2. identify items for marbling. 3. explains the uses of the items identified. 4. produce finished materials.
2.		Students should be able to: 3. differentiate between marbling dyeing and tie and dye.	Materials and tools for marbling. - Dye stuff - Chemicals - Caustic soda and hydrosulphite.	1. Discusses the difference between marbling dyeing and other tie and dye.	1. Make marbling on fabric by squeezing method. 2. Display the finished work.		
3.		Students should be able to: 1. state materials and tools for marbling process. 2. explains the various methods of marbling.	- Water, Nylon etc. 2. Stages of marbling. - Preparation of materials for marbling. - Preparation of dye bath for marbling (one colour) - Marbling and finished using one colour.	1. Demonstrates how to make marbling by squeezing and crumpling wet materials. 2. Display the finished fabric.		Stove and boiling ring.	Students to: display finished materials.
4.		Students should be able to: 1. prepare one colour dye 2. apply dye solution with spoon on fabric. 3. carryout the finishing process of dyeing and marbling.					

DYEING AND BLEACHING
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	STUDENTS		
5 & 6	Marbling of tying method (two colour).	Students should be able to: 1. define marbling by tying method. 2. list different types of tying method.	1. Marbling by tying. 2. Types of tying methods e.g. knotting folding, pleating etc.	1. Explains the meaning of marbling by tying methods. 2. Displays and explains the materials used for marbling by tying methods. 3. Directs discussion on the difference between squeezing and tying method in marbling.	1. Listen to explanation. 2. Observes displayed materials. 3. Participates in the class discussion. 4. Observe teacher's demonstration. 5. Engage in tying method.	1. Plain materials e.g. white 100% cotton. 2. Caustic soda and hydrosulphitie. 3. Nylon flat. Sheet. 4. Spoon. 5. Containers. 6. Plastic bowl 7. Boiled water and pressing iron. 8. Stove and boiling ring.	Students to: 1. demonstrate the process of marbling by tying method. 2. mention materials and tools used for marbling by tying method. 3. explain the importance of the materials. 4. produce a marbled fabric by tying method.
7 & 8		Students should be able to: 1. state materials for tools for marbling by tying method. 2. explains various methods in making marbling by tying.	Materials and tools for marbling by tying method. - Fabric - Dye colouring - Chemicals - Water - Speed flat. - Nylon sheet				
9		Students should be able to: prepare two colours dye baths.		Demonstrates how to make marbling by tying methods.			Students to: display finished product.
10				1. Guides students to produce a fabric by tying method. 2. Supervises students.			
11	REVISION						
12	EXAMINATION						

PRINTING CRAFT
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Art of printings	Students should be able to: (i) define the art of printing. (ii) explain printing as an art.	Art of printing as a reproduction process of original art work for multiple copies.	Explains the art of printing.	Define the art of printing as a reproduction process.	Textbook pictures of printing press.	Student to define the art of printing correctly.
2	Importance of printing	Students should be able to: (1) state three importance of printing. (2) mention five products of printing.	(1) Advantages of art of printing in our community. (2) Products from printing industries and their uses.	(1) Explains the advantages of art of printing. (2) Leads students to list products from printing industries. (3) Displays some printed products.	(1) Mention advantages of printing. (2) List three products from printing industries.	(1) Textbooks (2) Posters (3) Complementary cards. (4) Pictures of bill boards. (5) Brochures (6) Report card (7) News papers.	Student to: (1) state 3 importance of printing (2) list five products of printing.
3	Origin of printing I	Students should be able to: discuss the origin of the art of printing.	Origin of printing: Chinese wood block printing from 700B.c-1200B.c	(1) Explains the origin of printing to students. (2) Discuss the Chinese wood Block printing using pictures.	(1) Listen to the explanation on the origin of printing. (2) Participate in the discussion on.	Pictures of wood block printing.	Students to discuss the origin of printing.
4	Origin of printing II	Students should be able to: trace the origin to relief printing of Europe.	Relief printing from Europe by Johann Gutenberg from 1438-1800.	Compare the wood block printing with relief printing.	Ask and answer questions.	Pictures of wood work printing.	Students to discuss the wood work printing.
5	History of printing in Nigeria I	Students should be able to: narrate the history of printing in Nigeria.	Introduction of printing by early missionaries - Hope Waddell - Town send etc.	(1) Discusses printing in Nigeria with reference to: (a) Surveys press (b) Government press.	Write an essay on the history of printing in Nigeria.	Pictures of different printing presses in Nigeria.	Students to: mention three early printing process in Nigeria.

**PRINTING CRAFT
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	History of printing in Nigeria II	Students should be able to: (1) discuss development of printing in Nigeria between 1846-1926 and 1926-1960 (2) state the copy right law.	(1) Development of printing in Nigeria (2) From 1846-1960 (3) The copy right law.	(a) Railway press (b) Daily times (2) Explains the copy right law.	State the copy right law.	Tapes of some government press.	State the copy right law.
7	Printing Education	Students should be able to: (1) mention the importance of printing education. (2) high light the ways of printing education,	Careers in printing: (a) Lithographers machine minders, operators, (b) Printing supervisors managers and Educations,	Highlights the importance of printing Education.	Discuss their future careers in profession	(1) Chart of career in printing (2) Pictures of printing press.	Students to: mention the importance of printing Education.
8	Career in printing.	Students should be able to: state 5 careers in printing.	(a) Advertising and publishing executives (b) Graphic artists, (c) Camera men/women (d) Proof readers (e) Binders (f) Sales managers/people. (g) Estimators (h) Computer operators (I) Scanner operators.	(1) Discusses lucrative careers in printing industry. (2) Explains the roles of career in printing.	Students discuss the roles of career in printing.	Chart drawn to show different careers in printing industries.	mention the importance of career.

**PRINTING CRAFT
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Printing processes I	Students should be able to: (1) mention the five printing processes. (2) describe briefly each process.	Printing processes: - letter press/relief printing - offset/lithographic/planographic printing - gravure/intaglio printing - screen/stencil printing. - flexography.	(1) Briefly describes each printing process. (2) Facilitates student's discussion of each process.	(1) Discuss printing process. (2) Discuss the function of each process.	1. Text books photographs for letter press. 2. Image careers foundry type's shades and spacing materials.	Students to: describe briefly the printing processes.
10	Printing processes II	Students should be able to: (1) state 2 functions of each process. (2) itemize materials/tools/equipment for the three commonly used processes (i.e. relief lithographic and screen (printing)).	(1) Function of each process. (2) Materials tools and equipment for commonly used processes.	(1) Displays some materials/tools for the commonly used processes. (2) Asks and answer questions on printing.	(Among a mixture of tools identify tools for the 2 commonly used processes.	1. Reproduction agents. 2. Printing ink 3. Composing table. 4. For offset. 5. Paper/substrate. 6. Image	Students to: list materials tools and equipments for the 3 commonly used processes.
11	REVISION						
12	EXAMINATION						

**PRINTING CRAFT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Technical work shop in printing industry	Students should be able to: mention the 4 technical work shops in the printing industry.	Types of technical work shops in the following industry. (a) Image origination/composing. (b) Lithographic - Darkroom. - Lithographic room. (c) Machine room (d) Binding and print finishing	Discusses the types setting workshops in the printing industry showing pictures of each section or room.	Differentiate among the four types of technical work shop starting what is done in each room.	Picture of technical workshop in a printing technology.	Students to mention the types of technical workshop in a printing industry.
2	Safety in the workshops I	Students should be able to: state at least 3 safety precautions to be taken in each technical work shop.	(1) Safety in the cold composing workshop - Install air conditioners and equipment - Electricals should not be exposed. - All lights/switches should be cut off at close of work. - Shut down computers after use. - Install stabilizers to control surge. - Screen all monitors	Discusses the safety precaution in the various workshops.	Discuss in groups the safety precautions in each technical work shops.	Text books	Students to state 3 measures in each technical workshop.

**PRINTING CRAFT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Safety in the workshops II	Students should be able to: describe the equipment and care in the technical work shop.	<p>(1) Safety in the Hot metal composing room.</p> <ul style="list-style-type: none"> - Avoid touching molten metal. - Avoid contact with lead particles. - Handle the composing equipment with cares. <p>(2) Safety in dark rooms.</p> <ul style="list-style-type: none"> - Operators should master the layout of the dark room - No electrical cable should be exposed to prevent electrocution. - No polluted object should be installed in the dark room - Food stuff are prohibited in the dark rooms. - Use of gloves are highly recommended while mixing the chemicals. - No lighting is allowed in the dark room - All walls should be painted black to prevent light reflections - Dangling ropes are to be prevented - The lens is the most fragile parts of the camera and therefore should be protected. 	Discusses the safety precaution in the various workshops.	Discuss in groups the safety precautions in each technical work shops.	Textbooks	Students to: describe the equipment and care in the technical work shop.

**PRINTING CRAFT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Safety in the machine room.	Students should be able to: state 3 measure of safety in the machine room.	<p>Safety in the machine room.</p> <ul style="list-style-type: none"> - Only authorized person to be allowed in the machine room. - Avoid wearing of long sleeves, rings and bangles/wrist watch while operating the machine. - Safety devices in the machine must be applied before use. - Avoid tampering with the items paper while machine is running. - Machine room must be highly illuminated. - Avoid splashing of chemicals grease, ink, dampening solutions on the floor of machine room. 	Discuss the Safety steps in the machine room.	Discuss group's safety precautions in the machine room.	Text book	Students to explain measure in the machine room.

PRINTING CRAFT
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Safety in binding and print finishing work shop.	Students should be able to: identify safety rules in the binding and print finishing work shop.	Safety in the binding and print finishing work shop. - Avoid the use of guillotine with safety devices. - No two persons should work on the guillotine machine at the same time. - There must be first Aid box in the technical work shops. - Fire extinguisher and smoke detectors must be installed in technical work shops. - Good ventilation is important. - Efficient disposal of ink containers is necessary.	Discusses safety in the binding and print finishing and safety measures.	Identify safety steps in the binding and print finishing work shop.	Text books	Students to (1) mention three safety equipments (2) identify printing inks.
6	Maintenance of machine tools.	Students should be able to: enumerate the maintenance procedures in a printing work shop.	(1) Maintenance of machine tools and equipments in workshops. (2) Regular checking by maintenance engineers.	Discusses the maintenance of procedures in a printing work shop.	State the maintenance procedures in a printing workshop.	Printing work shop.	Students to state the procedures of machine maintenance.
7	Equipment in printing work shop.	Students should be able to: Identify printing tools and equipments.	(1) Servicing of machine and replacement of parts. (2) Regular greasing and oiling of the machines. (3) Unusual noise from machines during operation should be promptly reported immediately.	(1) Briefly describes equipments in printing work shop. (2) Displays pictures of printing equipments.	List the equipments in printing workshops.	Photographs and text books.	Students to list the equipment in printing.

**PRINTING CRAFT
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Hand composition I	Students should be able to: (1) identify tools/equipments and facilities for hand composition. (2) explain the simple principles of hand composition.	(1) Safety in the composition room. (2) Principles and rudimentary processes of foundry metal hand composing. (3) Brief history of types.	Intimates students with safety rules in a hand composing work shop.	(1) Observe the safety precautions in the hand composition work shop. (2) Define foundry metal composition. (3) Identify type face structures and label them.	(1) Text books (2) Paper (3) Ink (4) Tools and equipments.	Students to: (1) identify three tools and two equipments in hand composition. (2) mention five terminologies used in hand composition.
9	Hand composition II	Students should be able to: (1) define terminologies of hand composition. (2) differentiate between structures and part of types.	(1) Layout of metal composition. (2) Introduction to tools, equipments and foundry facilities. (3) Terminologies in composition. (4) Structures of types of characters.	(1) Explains the principles of composition terminologies. (2) Briefly narrate the history of type.	(1) List the constituents of type alloys and explain the percentages of each metal to durable type. (2) List different type faces for composition.	Types of type case bank gallery, spacing material brayer, proofing machine chase MITRE machine lead cutter reflects	Students to: (1) describe the techniques in hand composition. (2) describe part of a type characters (3) identify the contents of type case.
10	Hand composition	Students should be able to: (1) describe tools/equipments and facilities for hand. (2) mention some types of alloy. (3) enumerate some characters and categories of types.	(1) Parts of types of characters. (2) Typefaces from Gothic to modern types and their characters and categories. (3) Typography and job cases.	(1) Moves students round the layout of metal composing room. (2) Lists the equipment tools and facilities for foundry metal composition.	Listen and watch.	Text books	Students to: (1) explain typefaces from gothic to modern types. (2) state the uses of types and their characters.
11	REVISION						
12	EXAMINATION						

PRINTING CRAFT
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Design for printing	Students should be able to: (1) explain the concept of basic design in printing. (2) identify appropriate instruments for designing carry out simple design by selecting appropriate typography paper and colour.	(1) Concept design for harmony, proportion, unity, contract and balance shape. (2) Instruments for designing.	(1) Explains the concept of design. (2) List the elements of design. (3) Lists the instruments for design and explain their uses. (4) Evaluates students design.	(1) Discuss the concept of design. (2) Carry out simple designs of complementary cards and letter heads.	(a) Drawing board. (b) Table and chair. (c) T square (d) Drawing pens (e) India ink (f) Rulers (g) Brush (h) Paper and board (i) Poster colour (j) Letter set.	Students to: (1) explain basic designs in printing. (2) name five instruments for designing. (3) carry out simple designs.
2	Book binding	Students should be able to: describe the stages in book binding.	(1) Book binding (2) Types of binding (a) Pamphlet binding (b) Padding. (c) Edition case binding. (d) Loose sheet binding.	Familiarizes students to book binding and finishing process.	(1) Demonstrate book bind. (2) Cutting and folding of papers (3) Stitching and sewing.	(1) Paper (2) Twine/ sewing thread. (3) Brown paper covers. (4) Clue (5) Chin board (6) Sewing table (7) Leathers	Students to: describe the stages in book binding and print finishing.
3	Print finishing	Students should be able to: (1) Design the print finishing. (2) Define print finishing.	(1) Print finishing. (2) Types of finishing.	Takes students on excursion to print and finishing center.	(1) Display of finished book (2) Packaged finish books	(1) Paper (2) Twine (3) Shelf (4) Bags.	Students to: (1) practicalise print finishing. (2) list materials for print finishing.
4	Binding materials	Students should be able to: (1) mention some materials for book binding. (2) use these materials for book binding.	Book binding materials.	Displays some materials for book binding and print finishing.	Identify materials on display.	Book binding long rule: - scissors - sewing - needles - bone folders. - long bench - long table	Students to: (1) mention five materials for book binding. (2) state the uses of these materials.

PRINTING CRAFT
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Binding tools and equipments	Students should be able to: identify some tools and equipments for print finishing.	Book binding tools and equipments	Arrangements of tools and equipments for book binding and print finishing.	List some tools and equipments.	Equipments: - paper - cutter - guillotine machine - board cutter. - line presses. - ploughs - pressing machines - sewing machines perfect binding machines - sewing frames.	Students to: (1) identify two tools and equipments each for print finishing. (2) mention the use of tools and equipments.
6	Frame making	Students should be able to: (1) make a wooden frame. (2) staple or nail a mesh (silk) on the frame.	Wooden frame preparation and method of screening.	(1) Leads students to make a wooden frame. (2) Guides students to stretch the mesh on the frame.	Make a wooden frame.	A frame silk or organdie, shoulder joint, glue nails.	Students to: make a wooden frame with mesh.
7	Stencil preparation	Students should be able to: (1) produce handmade stencil with card boards. (2) produce a stencil using the block out method.	Stencil preparation card board block out and wash out method.	(1) Gives assignment, example: -write your name and cut the stencil (2) Guides students in making stencil using the block out method.	(1) Write their names and cut stencil (2) Practice the block out method.	Card board way paint Brush A wooden frame with mesh and designs sponge.	Students to: (1) Practice stencil with card board (2) Produce stencil using the block out method.
8	Origin of printing I	Students should be able to: discuss the origin of the act of screen printing.	Origin of screen printing.	Explains the origin of silk screen printing to students.	State the origin of screen printing to students.	Textbook	Students to explain the origin of screen printing.

**PRINTING CRAFT
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Origin of printing II	Students should be able to: explain the origin of the act of screen printing.	Chinese wood block printing from 700 Bc-1200 Bc.	Discusses the Chinese wood block print using pictures that develop into silk mesh, screen printing.	Participate in discussing the Chinese wood block print using pictures that brought about screen printing.	Textbooks	Students to: explain Chinese wood block printing from 700 Bc-1200 Bc.
10	Print	Students should be able to: (1) register the job with registration mark. (2) make print using stencil.	(1) Registration of jobs with registration tabs as a guide. (2) Making print using different colours, paying attention to registration.	(1) Leads students to master the registration of jobs or designs. (2) Demonstrates and makes prints with stencil.	(1) Practice registration. (2) Watch teacher.	(1) Wood stencil (2) Squeegee textile ink.	Students to: (1) register designs with registration mark. (2) make prints with stencil.
11	REVISION						
12	EXAMINATION						

COSMETOLOGY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Cosmetology (meaning and area)	Students should be able to: 1. state the meaning define cosmetology. 2. list the various areas 3. give examples 4. state factors to consider.	1. Meaning of cosmetology 2. Various areas of cosmetology 3. Relationship of cosmetology to other subjects.	1. Explains the meaning 2. Guides students discussion	1. Listen to teachers explanation 2. Ask questions and answer	Charts and pictures	Students to: 1. define cosmetology 2. list various aspects of cosmetology.
2	Cosmetology (cosmetics and cosmetician)	Students should be able to: 1. define cosmetics 2. give examples of cosmetics 3. define cosmetician.	1. Meaning of cosmetics and cosmetician 2. Types of cosmetics 3. Importance of cosmetics.	1. Explain the meaning 2. List the types 3. Guide students on the discussion 4. Invite a resource person.	1. Listen and take part in the discussion 2. Ask and answer questions 3. Copy down notes	Charts and pictures real objects	Students to: 1. define and list cosmetics 2. differentiate between locally made and readymade cosmetics.
3.	Cosmetology differences between cosmetics and cosmetician	Students should be able to: 1. enumerate aspects of cosmetology 2. identify the different aspects of cosmetology.	1. Meaning aspects of cosmetology 2. Identify the functions of a cosmetologist.	1. Explain the various aspects of a cosmetology 2. Guide students in their discussion. 3. Copy chalkboard summary.	1. Listen attentively to teachers explanation 2. Ask questions 3. Copy down notes	Charts and pictures	Student to: 1. mention the aspects 2. state three functions of cosmetology.
4.	Professional ethics	Students should be able to: 1. explain what is meant by professional ethics in the practice of cosmetology.	1. Professional ethics 2. Good ethics of cosmetology 3. Poor ethics of cosmetology	1. Explains the term professional ethics. 2. Guides the students in the discussion	1. Listen and participate in the discussion 2. Ask and answer questions	1. Charts and pictures 2. Video clips etc	Students to: 1. explain what professional ethics means 2. list two good professional ethics 3. list three bad professional ethics.

COSMETOLOGY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Professional ethics qualities	Students should be able to: state the qualities of a good cosmetologist.	Qualities of a cosmetologist.	1. Demonstrates professional ethics of a cosmetologist. 2. Explains the qualities of a cosmetologist.	1. List and take part in the discussion. 2. Role play of a cosmetologist.	Charts posters video clips etc.	Students to: 1. explain three qualities of a cosmetologist. 2. identify their major equalities.
THEME: GENERAL SAFETY PRECAUTION/HYGIENE							
6	Personal/client safety (measures and equipment)	Students should be able to: 1. define safety 2. list safety measures. 3. mention safety equipments.	1. Define safety in cosmetology. 2. Safety measures 3. Safety gargets	1. Explains the meaning of safety in cosmetology. 2. Lists safety measures and gargets.	1. Take part in class discussions. 2. Ask and answer questions.	Charts posters etc	Students to: 1. explain safety in cosmetology. 2. name at least two safety materials.
7.	Personal client safety (importance of safety)	Students should be able to: 1. state client safety measures. 2. state personal safety measures. 3. importance of taking safety measures.	1. Personal safety 2. Client safety 3. Importance of safety.	1. Discusses some personal safety measures. 2. Explain some client safety measures. 3. Demonstrates some of the safety measure.	1. Listen to explanations. 2. Give additional examples. 3. Participate in demonstration. 4. Write a report on a visit to the fishing sports.		Students to: 1. state client safety 2. mention two personal safety measures. 3. state three importance of safety measures.

COSMETOLOGY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: GENERAL SAFETY PRECAUTION/HYGIENE							
8.	Personal hygiene	Students should be able to: 1. define personal hygiene 2. state the rules of personal hygiene and cleanliness. 3. materials/items for taking care of the boy. 4. practice personal hygiene.	1. Personal hygiene. 2. Rules for personal hygiene.	1. Defines hygiene 2. Lists some personal hygiene rules and materials.	1. Participate actively in discussions. 2. Ask questions 3. write reports on a visit to a cosmetologist.	Charts posters, towels deodorants.	Students to: 1. define personal hygiene. 2. demonstrate measures of personal hygiene. 3. list three materials for personal hygiene.
THEME: TOOLS, EQUIPMENT AND MATERIALS							
9	Cosmetic tool, equipment and materials	Students should be able to: 1. identify cosmetic tools and materials. 2. classify cosmetic tools equipment and materials. 3. differentiate between tools and equipment.	1. General tools and equipment used for cosmetology. 2. Description of cosmetic tools, equipment and materials. 3. Classification of cosmetic tool and materials.	1. Lists tools used for cosmetology. 2. Mention equipment used for cosmetology 3. Demonstrates the uses of tools 4. Differentiates between tools and equipment.	1. Identify the tools and equipment used for cosmetology. 2. Practice the use of cosmetology tools. 3. Take part actively in class discussion.	Charts, real objects dryers steamer clippers etc.	Students to: 1. list tools and equipment used for cosmetology. 2. mention the advantages of using these tools.
10	Cosmetic tools and materials contd	Students should be able to: 1. state the uses of cosmetic tools equipment and materials. 2. use cosmetic tools, equipment and materials.	1. Uses of cosmetic tools, equipment and materials. 2. Practical demonstration.	Arrange an excursion to: - beauty saloon - cosmetic shop - super market	Practice the use of cosmetic tools. - equipment and materials. 2. Copy notes	Real objects shampoos, hair creams etc.	Students to: 1. demonstrate the use of four tools each. 2. use materials in cosmetology.
11	REVISION						
12	EXAMINATION						

COSMETOLOGY
SS I
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The human body	Students should be able to: 1. identify the parts of the human. 2. draw and label each of the parts of the human body e.g. head, hair, eye, nose, skin etc.	1. Structure and parts of the human body that requires grooming. 2. Functions of the various parts of the human body.	1. Identifies the parts of the human body. 2. States the functions of parts of the body.	1. Participate in class discussion 2. Listen attentively.	Charts posters on parts of the body etc.	Students to: 1. list four parts of the body. 2. draw and label the parts of the body.
2.	The human body (functions of the parts)	Students should be able to: 1. enumerate the functions of each of the parts of the body. 2. state what materials can be used to take care of each of the body parts.	1. Functions of the various parts of the body. 2. Mention items used in maintaining the names parts.	1. Functions of the various parts of the body. 2. Demonstrates how to care for the human body.	1. Listen to the explanations and copy down notes. 2. Take active part in discussion.	Charts and pictures	Students to: 1. list three functions of any part of the body. 2. describe two ways of caring for the body.
3.	Human body (care)	Students should be able to: 1. describe ways of caring for the different parts of the human body. 2. bathing and caring for a dummy.	1. Care of the parts of the human body. 2. Describe ways of bathing and taking care of the human body.	1. Describe ways of taking care of the human body. 2. Guide students on the discussion 3. Copy down chalk board summary.	1. Participate actively 2. Listen attentively. 3. Copy down chalkboard summary.	Charts and posters	Students should be able to: 1. describe ways of taking care of the body. 2. give reason for taking care of the body.

COSMETOLOGY
SS I
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Types of hair	Students should be able to: 1. describe the structure of the hair. 2. list the types of hair	1. Draw and label the structure of the hair. 2. List types of hair.	1. Describes the structure of the hair 2. List the types of hair. 3. Guides students discussion.	1. Participate actively. 2. Listen attentively. 3. Copy down chalkboard summary.	Pictures chairs of various types of hairs	Students to: 1. describe the structure of the hair 2. list three types of hair
5.	Types of the hair	Students should be able to: 1. mention the functions of the hair. 2. list hair care products. 3. state guide lines to consider when choosing hair combs and brushes.	1. State the functions of the hair. 2. Hair care products 3. Factors to be considered when choosing combs and brushes.	1. Mentions the functions of the hair 2. List hair care products. 3. Guides students discussions.	1. Listen attentively 2. Ask and answers questions. 3. Copy down chalkboard summary.	Charts pictures	Students to: 1. list four hair care products. 2. mention two functions of the hair.
6.	Care of the hair contd	Students should be able to: 1. mention hair styles. 2. state ways of caring for the hair.	1. Hair styles 2. Ways of caring for the hair.	1. Guides students on discussion. 2. Copies chalkboard summary on the bard.	1. Take active part in the discussion. 2. Ask and answer questions.	Picture Charts	Students to: 1. mention four hair styles. 2. mention two ways of caring for the hair
7.	Hair infection	Students should be able to: 1. mention types of hair infection. 2. the causes of hair infection.	1. Types of hair infection. 2. Causes of hair infection.	1. List hair infection. 2. State the causes of hair infection.	1. Listen attentively 2. Take part actively in the discussion.	Pictures charts	Students to: 1. list three types of hair infection. 2. explain causes of hair infection.

COSMETOLOGY
SS I
SECOND TERM

SUB-THEME: HAIR CARE AND HAIR PRODUCTS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Hair problems	Students should be able to: 1. define and explain hair problems. 2. list hair problems 3. causes of hair problems.	1. Meaning of hair problems. 2. Mention hair problems. 3. State the causes of hair problems.	1. Guides students discussions. 2. Invite a resources 3. Copies down chalk board summary.	1. Explain the meaning of hair problems. 2. State causes of hair problems.	Charts, picture	Students to: 1. mention two hair problems. 2. mention three causes of hair causes of hair problems.
9	Hair problems (solution)	Students should be able to: 1. state methods of preventing hair problems. 2. materials/hair care products used in solving hair problems.	1. Methods of preventing hair problems. 2. Hair care products used in solving hair problems e.g. - creams - pomades - medicated soap etc.	1. Guides students discussions. 2. Mentions ways of preventing hair problems.	1. State ways of preventing hair problems. 2. Copy down chalk board summary.	Charts, pictures	Students to: 1. mention three ways of preventing hair problems. 2. list hair care products used in solving hair problems.
10	Practical on care of the hair	Students should be able to: carry out a practical work on the hair e.g. hair styles and care of the hair.	1. Demonstrate how to make some hair styles. 2. Practical care on a clients hair.	1. Mentions hair styles. 2. Invite a resource person. 3. Writes the chalkboard summery.	1. Participate actively in the class. 2. Show skills by demonstrating with a clients hair.	Picture, charts, video clips.	Students to: 1. mention some hair styles. 2. explain how to care for the hair.
11	REVISION						
12	EXAMINATION						

COSMETOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	General hair treatment types	Students should be able to: 1. list types of hair treatment. 2. mention the materials to use for hair treatment.	1. Types of hair treatment: - steaming - conditioning - tinting - relaxing etc. 2. Materials for hair treatment: - shampoo - relaxer - hair cream	1. Guides students discussing. 2. Mentions some hair care products using for treatment of the hair.	1. Mention products used for caring for the hair. 2. Copy down the chalkboard summary.	Charts, pictures	Students to: 1. mention three hair care products. 2. explain how these treatment are carried out.
2.	General hair treatment (practical demonstration)	Students should be able to: 1. apply hair treatment products on the hair. 2. demonstrate how to apply hair treatment on the hair.	1. Application of hair treatment products on the hair. 2. Demonstrate how to apply these creams on the hair.	1. Mentions ways of applying hair. treatment on the hair 2. Shows to the students how apply treatment on hair using a volunteer.	1. Participate actively 2. Copy down notes. 3. Demonstrate what the teacher has just down.	Video clips and pictures.	Students to: 1. explain ways of applying hair treats. 2. demonstrate it using a dummy.
3.	Scalp treatment	Students should be able to: 1. explain the meaning of scalp treatment. 2. identify some scalp problems.	1. Meaning of scalp treatment. 2. Scalp problems - dandruff - dryness etc. - hair loss etc.	1. Guides students discussion. 2. Explains the meaning of scalp treatment.	1. Ask and answer questions. 2. Participate actively.	Picture charts video clip.	Students to: 1. mention scalp problems. 2. list two scalp treatment.

COSMETOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Scalp treatment contd (tools and types)	Students should be able to: 1. identify some causes of scalp problems. 2. identify different types of scalp treatment 3. tools and materials used for scalp treatment. 4. functions of each tools and materials used.	1. Causes of scalp problem. - dryness of the skin - lack of proper care etc. 2. Products for scalp treatment - protein-rich shampoo - lemon shampoo - vitamin B - anti-dandruff shampoo etc.	1. Mentions the functions of each of these materials and tools. 2. States the functions of each of these products. 3. Copies down chalkboard summary.	1. Listen attentively 2. Participate actively. 3. Copy down chalkboard summary.	Real objects creams etc.	Students to: 1. list some tools and material used for treatment. 2. explains two ways of using these tools materials. 3. state two functions of each materials and tools.
5.	Scalp treatment (preventive method)	Students should be able to: 1. mention tips on prevention of scalp problems. 2. state the materials used to prevent scalp problems.	1. Prevention of scalp problems. 2. Materials /products to be used to prevent scalp problems.	1. Guides students in the discussion. 2. Invite a resource person. 3. Write down chalk board summary.	1. Ask and answer questions. 2. Copy down notes. 3. Listen attentively.	Charts Pictures	Students to: 1. mention two tips on prevention of scalp problem. 2. list products to be used for prevention of scalp problem.
6.	Scalp treatment (practical treatment and a client)	Students should be able to: 1. write out the steps to take in carrying out treatment on scalp. 2. carry out practical scalp treatment on a client.	1. Steps in carrying out treatment on scalp. 2. Practical scalp treatment.	1. Guides students discussion. 2. Demonstrates how to carry out scalp treatment on a client.	1. Participate actively. 2. Ask and answer questions. 3. Copy down chalkboard summary.	Pictures and magazines	Students to: 1. carry out scalp treatment on a clients. 2. explain two steps to carry out treatment of scalp.

COSMETOLOGY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Scalp treatment contd	Students should be able to: 1. collect picture and magazines. 2. prepare/make an album with pictures of different hair and hair styles and treatments.	1. Hair styles - perming - plating etc 2. Hair cut - low cut - shaving with razor blade etc.	1. Guides students discussion. 2. Invites a resource person e.g. hair dressers barber.	1. Listen attentively 2. Ask and answer questions.	Pictures and charts	Students to: 1. mention two hair styles. 2. state two haircuts styles. 3. make an album showing haircut and styles.
8.	Scalp treatment (field trip to a saloon)	Students should be able to: 1. go out on excursion to visit a hair dressers shop. 2. visit to a barbers shop.	Take students out to: - a hair dressing saloon. - visit a hair barbing shop/saloon.	1. Guides students on the excursion trip. 2. Gives them guide lines on what tone rite down.	1. To be observant as they go out. 2. Write a project or term paper on what they saw.	Real objects	Students to: 1. write out their experience. 2. explain briefly what they learnt.
9	Scalp treatment (guidelines for choosing hair care products)	Students should be able to: mention guide lines for choosing hair care products.	Guidelines for choosing hair care products. - quality of the ducts - information on the container - finance - availability of the products	1. Guides students on the discussion. 2. Writes the chalk board summary . 3. Supervises students as they write down.	1. Listen attentively . 2. Participate in the discussion . 3. Copy down notes.	Real objects e.g. different hair care products.	Student to: 1. mention three hair care products. 2. mention three guidelines for choosing hair care products.
10	Scalp treatment (practical work using a doll)	Students should be able to: carry out individual practical hair treatment using a doll.	Demonstrates using - a volunteer - a doll.	Guides students on steps to follow.	1. Pay attention 2. Carry out teachers instructions. 3. Treat a dolls scalp	Real objects	Students to: 1. treat a dolls scalp. 2. follow the teachers instructions.
11	REVISION						
12	EXAMINATION						

PHOTOGRAPHY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The essence of photography	Students should be able to: 1. define photography as a means of visual communication. 2. relate photography with universal needs.	i. Visual communication ii. Record keeping	Discusses photography in relation to universal needs	List the different aspect of life in which photography is used	Photographs	Students to: discuss photography in relation to universal needs.
2	Importance of photography	Students should be able to: enumerate the importance of photography.	i. Record of events ii. Used in advertising iii. Scientific use iv. News reporting v. Artistic expression	Explains each of the important areas identified with the aid of suitable examples.	Enumerate the areas of photography identified	Sample of photographs showing the identified areas of importance of photograph	Students to: explain the importance of photography.
3.	History of photography	Students should be able to: discuss the development of camera obscura	The camera obscura	Discusses the development of the camera obscura.		Textbooks carton pin	Students to: explain obscura.
4.	Areas of photography 1	Students should be able to: identify area of photography.	Areas of photography - Fashion - Forensic - Nature - sports	Identifies areas of photography.	Listen to the teacher.	Sample photography.	Students to: mention seven areas of photography.
5.	Areas of photography 2	Students should be able to: discuss the areas of photography.	- Under water - War - Documentary - Architectural	Discusses the different areas of photography.	List the various areas of photography.	Students shows the areas of photography.	Students to: list 4 areas of photography.

PHOTOGRAPHY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Photography terminologies	Students should be able to: list terms of photography.	Photography terminologies: - exposure - develop - print - enlarger - focus	Defines terms used in photography.	List the terms used in photograph.	Chart	Students to: define terms used in photography.
7.	Photography terminologies	Students should be able to: define terms used in photography.	Aperture - number - perspective - images - intensity etc	Explain terms used in photography	Discuss the terms used photography	Textbook	Students to: explain the terms used in phtography
8.	Sources of light	Students should be able to: 1. identify sources of light 2. discuss each identified source of light in relation to photography	i. Natural light (e.g. sun and moon) . ii. Artificial light (electric light, flash, etc) .	Identifies and discusses the different sources of light in relation to photography.	Experiment with different artificial light.	Torch light, bulb flash etc.	Students to: 1. mention different sources of light. 2. list various source of light that are useful in photography.
9	Properties of light	Students should be able to: identify and discusses properties of light.	i. Absorption ii. Reflection iii. Transmission iv. Reflection v. Dispersion	1. Explains the various properties of light. 2. Experiments the effect of light on different surfaces.	Experiment the effect of artificial light on different surfaces.	Torch light mirror black and white surfaces Glass prism diagram.	Students to: identify and explain properties of light.
10	PRACTICAL						
11	REVISION						
12	EXAMINATION						

PHOTOGRAPHY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Basic principle of camera	Students should be able to: explain the principle upon which the camera is designed.	i. Basic principles: - Light tights - registration - surface - light inlet (aperture) - Image formation (lens) image captures (shutter)	Explains with the aid of a camera the basic: principles upon which camera is designed)	Identify the principles upon which the camera is designed.	Camera diagrams	Students to: explain five principles upon which the camera is designed.
2.	Basic parts of a camera	Students should be able to: 1. identify the basic parts of a camera. 2. mention the function of each part.	ii. Basic parts - light tight box - lens - lens opening - shutter release - view finder - film advance mechanism - function of each part of a camera.	1. lists and discusses the parts of a camera. 2. Explains functions of each part of a camera.	1. Identify the basic camera using manual camera. 2. List the function of the identified parts of a camera.	Camera Diagram	Students to: 1. list five basic parts of a camera. 2. explain five functions of five basic part of a camera.
3.	Types of camera	Students should be able to: identify different types of camera.	Types of camera: - twin lens reflex - single lens reflex - direct vision - view through technical - miniature	1. Discusses the system of each of the cameras. 2. Identifies the differences between the camera.	Identify the different types of camera.	Samples of different types of camera. Diagram pictures of different cameras.	Student to: detect the differences between the camera.

PHOTOGRAPHY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Care of the camera	Students should be able to: discuss different methods of taking care of a camera.	Care of the camera: - keep away from dirt and oil. - keep duster away from it. - regular servicing by competent technician. - careful handling at all times.	1. Explains the need to take good care of a camera. 2. Explains and demonstrates (where necessary) various methods of taking care of a camera.	1. Demonstrates how to: - clean the lens - handle the camera when loading the film. 2. Keep camera in camera bag when not in used.	Camera bag muslin cloth.	Students to: mention four ways of caring for a camera.
5.	The nature of film	Students should be able to: describe film and state its composition.	i. light sensitive material. ii. chemical composition.	1. Describes the sensitive nature of film. 2. States the chemical composition of film (silver and potassium salts, held to cellulose acetate by gelatine emulsion.	Observe the nature of an undeveloped film pulled out of the cartridge.	Undeveloped film	Students to: list the chemical composition of a film.
6.	Types of film	Students should be able to: identify different types of film in relation to format and type.	i. film format (sizes) - 110 - 135 (35mm) = 120/220 ii. film types - Black and white	1. Describes the various film formats. 2. Discusses the two film types.	1. Identify the various film formats. 2. Differentiate between black/white and coloured film.	Sample of the various film formats Samples of the two film types (black/white) and coloured film	Students to: 1. mention three different film formats. 2. identify black/white and coloured films.

PHOTOGRAPHY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Film speed	Students should be able to: 1. define film speed. 2. relate film speed with ASA (American Standard Association) .	Film speed: i. ASA 32 – slow speed film ii. ASA 40-200 medium speed film iii. ASA 400 and above. - fast high speed film	Discusses each category of film in relation to their speed.	Identify ASA number inscribed on various film cartridges.	Cartridges of film with different ASA inscription.	Students to: relate ASA number to film speed.
8.	Shooting preparation	Students should be able to: identify various forms of preparation prior to shooting.	i. Loading the film into the camera ii. Get sub-jet prepared iii. Set up studio lighting equipment iv. Study out door weather condition	Discusses the need and importance of making adequate preparation before shooting photograph.	Load film into camera and make other preparations as determined by the type of photograph to be taken.	Camera film light equipment.	Students to: explain the three preparatory steps to be taken in taking in door or out door photograph.
9	Shooting of photographs	Students should be able to: focus and shoot photographs (both in-door and out-door) .	i. Focusing with the camera. ii. Shooting in-door photographs. iii. Shooting out-door photographs.	1. Explains ways of handling camera for shooting. - hand held - using tripod 2. Demonstrates how to focus and shoot photographs. (both indoor and out door)	Experiment with shooting of photographs both (indoor and outdoor) .	Camera Tripod flash lighting equipment.	Students to: write their indoor experiences in taking photographs.
10	PRACTIAL						
11	REVISION						
12	EXAMINATION						

PHOTOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Dark Room	Students should be able to: 1. describe layout of dark room. 2. mention dark room requirement.	i. Dark room layout: - dry area - wet area ii. Dark room requirements - light tights - good ventilation - adequate electricity supply - adequate water supply - waste outlet - flat working surfaces	1. Discusses the dry and wet areas of a dark room. 2. Explains each dark room requirement.	Visit the dark room and acquaint themselves with the layout (dry and wet areas) .	Dark room	Students to: write a report of their experience in the dark room.
2.	Dark room tools and equipments	Students should be able to: 1. identify the tools and equipments used in the dark room. 2. mention the function of each of the tools and equipment.	Tools and equipment: - measures - containers - funnels - timers - thermometers - developing tanks - safe light enlarger - dryer - trays/dishes etc	Discusses the functions of each tools and equipment in the dark room.	Identify the various tools and equipment in the dark room.	All dark room tools and equipment.	Students to: list seven tools and equipment in the dark room.
3.	Dark room safety	Students should be able to: mention various safety measures required in the darkroom.	Safety measures: - wear darkroom apron/lab coat - wear rubber gloves - avoid sudden movements - apply first aid in treating chemical burns - properly store chemical when not in use.	Discusses: 1. importance of safety in the darkroom. 2. the various safety measures required while in the darkroom. 3. darkroom first aid measures.	Demonstrate 1. wearing of rubber gloves. 2. apron/ laboratory coat.	Rubber gloves laboratory coat First aid box Fire extinguisher.	Students to: list dark room safety measures.

PHOTOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Materials and equipment for film development	Students should be able to: 1. identify materials and equipment required for film development. 2. explain the functions of the equipment (developing tank and dishes) .	Materials for film development: - developer - developing tank - developing trays/dishes - fixer	1. Discusses the use of the developing materials (developers and fixer) . 2. Explain the functions of the equipment (developing tank and dishes) .	Identify the materials and equipment used for film development.	- Developer - Developing tank - Developing tray/dishes - Fixer	Students to: list three materials and equipment used in film development.
5.	Film development	Students should be able to: develop exposed film into negative.	i. Dilution of - Developer - Fixer ii. Loading the film into the tank or using the see saw method iii. Pouring and timing the action of developer on the film in the tank. iv. Rinsing and fixing the negative.	Explains and demonstrates the processes of film development, using both the developing tank and the see saw methods.	Experiment with developing tank and the see saw method.	- Developing tank - Developer - Fixer - Developing trays/dishes - Timer - Water - Rubber gloves	Students to: explain the two methods of film development.
6.	Drying and storage of negatives	Students should be able to: 1. dry negatives. 2. store negatives	i. Methods of drying negatives. ii. Methods of storing negatives.	1. Explains and demonstrates the two methods of drying negatives - Dryer - Open air 2. Explains and demonstrates the methods of storing negatives: - Film containers - Cellophane jackets - Chest of drawers.	1. Experiment using dryer and open air methods. 2. Store negatives using different methods.	- Dryer - Rope line pegs - Film containers - Cellophane jackets - Chest of drawers	Students to: explain 1. Drying processes. 2. Storage methods.

PHOTOGRAPHY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Materials and equipments for printing of photographs	Students should be able to: identify materials and equipment required of photographs.	Equipment for printing: - enlarger - safe light - printing paper - printing frame - developer fixer - developing trays/dishes - dryer - guillotine	Discusses the use of each printing material and equipment.	Identify the materials and equipment used in printing of photographs.	- Enlarger safety light - printing paper - printing frame - developer fixer - Water - developing trays/dishes - Dryer - Guillotine	Students to: explain the two methods of printing photographs.
8.	Printing process	Students should be able to: print photographs from negatives.	i. Dilution of - Developer/Fixer ii. Contact print iii. Printing photograph using enlarger iv. Developing and fixing of photographs	Explains and demonstrates the printing of photographs using: 1. contact 2. enlarge	Experiment with: 1. Negative and printing paper (contact print) . 2. Negative and enlarger.	- Negative - Enlarger - Printing frame - Printing paper - Developer fixer - Dryer	Students to: explain the two methods of printing photographs.
9	Drying and storage of photographs	Students should be able to: 1. Dry printed photographs. 2. Store printed photographs.	i. Methods of drying printed photographs. ii. Methods of storing printed photographs.	1. Explains and demonstrates the two methods of drying printed photographs - Dryer - Open air 2. Explain and demonstrates the methods of storing printed photographs: - printing paper pack - cellophane jackets - photo albums	1. Experiment with dryer and open air methods. 2. Store printed photographs using different methods.	- Dryer - Rope line pegs - Print pack - Cellophane jackets photo album	Students to explain: 1. Drying processes. 2. Storage methods.
10	PRACTICAL						
11	REVISION						
12	EXAMINATION						

**MINING
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to mining: (Meaning and branches of mining)	Students should be able to: 1. define the term mining. 2. mention the branches of mining.	1. Definition of mining. 2. Branches of mining: (a) surface mining (b) underground mining etc.	1. Explains the meaning of mining as an extractive industry or vocation. 2. Explains the two broad branches of mining. 3. Guides students to examine mineral sample.	1. Listen to teacher's explanation and ask questions. 2. Examine mineral sample and views pictures of mining activities.	1. Mineral samples. 2. Pictures of mining activities.	Students to: 1. define the term mining. 2. name the branches of mining.
2	History of mining	Students should be able to: 1. relate mining to human civilization especially technological development. 2. state brief history of mining in Nigeria. 3. relate minerals culture, Benin kingdom etc. to minerals.	1. Human civilization and mineral (e.g. stone age, iron age, bronze age etc.) 2. Mining activities in Nigeria (e.g. tin ore, coal, iron ore etc).	1. Explains the different ages of minerals relating to human civilization. 2. Explains the history of tin mining, coal, and gold in Nigeria.	Listen attentively and ask questions.	1. Pictures or sculptures 2. Video clips	Students to: 1. explain the brief history of mining in Nigeria. 2. how does mining of minerals relate to human civilization? 3. mention three minerals that relate to technological development.

**MINING
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Terminology used in mining	Students should be able to: 1. define geological terms. 2. define the terms.	1. Definition of geological terms. 2. Definition of mining terms.	Explains geological and mining terms.	1. Listen to teacher's explanation. 2. Participate in class discussions.	Lesson note.	Students to: define the terms ore, grade and gangues.
4 & 5	Mineral occurrences in Nigeria	Students should be able to: 1. list major mineral occurrences in Nigeria. 2. locate major minerals on map of Nigeria.	1. Major mineral occurrences in Nigeria 2. Location of major mineral in Nigeria	1. Guides discussions on major mineral occurrences in Nigeria. 2. Guides students to locate major minerals on mineral map of Nigeria.	1. Participate in class discussions. 2. Locate major minerals on map of Nigeria.	Mineral map of Nigeria	Students to: 1. list major minerals found in Nigeria. 2. locate these minerals on a map of Nigeria.
6	General Geology	Students should be able to: 1. define geology. 2. state the importance of geology to mining.	1. Definition of geology. 2. Importance of geology to mining.	1. Explains the term geology. 2. Guides discussion on how geology is important to mining.	Listen and ask questions.	Chart on mining and geology.	Students to: 1. define geology. 2. explain the significance of geology to mining.

**MINING
SS I
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Structure of the earth	Students should be able to: 1. explain the theory of the origin of the earth; 2. outline the sub-divisions of the earth 3. state the characteristics of the various sub-divisions of the earth.	1. Origin of the earth. 2. Sub-division of the earth. 3. Characteristics of the sub-divisions of the earth.	Discusses how the earth originated describes the sub-divisions of the earth using diagrams to illustrate.	1. Listen to explanations. 2. Draw diagrams to show the sub-divisions of the term.	Model showing structure of the earth.	Students to: 1. explain the origin of the earth. 2. identify the characteristics of the earth's sub-divisions.
9 & 10	Rocks and minerals	Students should be able to: 1. define rocks and minerals. 2. describe the mode of formation of rocks and minerals. 3. identify different types of rocks and minerals.	1. Definition of rocks and minerals 2. Modes of formation of rocks and minerals. 3. Major types of rocks (igneous, sedimentary and metamorphic rocks).	1. Guides discussions on meaning of rocks and minerals. 2. Modes of formation of rocks. 3. Guides students to identify rocks and minerals in hand specimen. 4. Takes students on field work.	1. Participate in class discussions. 2. Observe rocks and minerals in hand specimen. 3. Visit geological labs and museums.	1. Rock and mineral samples. 2. Geological lab and museum.	Students to: 1. define rocks and minerals. 2. describe the mode of formation of different rock types. 3. list the major types of rocks.
11	REVISION						
12	EXAMINATION						

**MINING
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Prospecting stage.	Students should be able to: 1. define the term prospecting. 2. list prospecting techniques.	1. Definition of prospecting 2. Prospecting techniques.	Guides discussion on; the meaning of prospecting, explain prospecting techniques.	1. Participate in class discussions. 2. Ask questions	Samples of different materials.	Students to: 1. explain the meaning of prospecting 2. describe prospecting techniques.
2 & 3	Exploration stage	Students should be able to: 1. define the term exploration. 2. classify exploration techniques.	1. Meaning of exploration. 2. Classification of exploration techniques.	1. Explains the meaning of exploration. 2. Lists exploration techniques and classify accordingly.	1. Participate in class discussions. 2. Ask questions	1. Pictures 2. Diagrams	Students to: 1. explain the meaning of exploration. 2. list and classify the various exploration techniques.
4	Feasibility study stage.	Students should be able to: 1. explain the term feasibility study; 2. explain financial analysis in feasibility study.	1. Meaning of feasibility study. 2. Financial analysis	Explains feasibility study and financial analysis.	1. Participate in class discussions. 2. Ask questions	Feasibility study reports.	Students to: explain the meaning of feasibility study and financial analysis.
5 & 6	Classification of mining methods.	Students should be able to: 1. classify mining methods into various groups. 2. describe each of them classified above.	1. Classification of mining methods (surface mining, underground mining, sea floor mining, moon mining etc.).	Guides class discussions on the classification of mining methods.	1. Listen to explanations 2. Ask questions	Pictures and diagrams of various mining methods.	Students to: 1. classify the various mining methods. 2. describe each of them.

**MINING
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Comparison of surface mining and underground mining	Students should be able to: 1. differentiate between surface mining and underground mining. 2. state reasons for choosing either surface or underground mining.	1. Comparison of surface mining and underground mining. 2. Reasons for choosing either surface or underground mining e.g. depth, safety etc.	1. Explains by distinguishing surface mining from underground mining. 2. Guides discussions on reasons for choosing either of them.	Participate in class discussion.	Pictures or video of surface and underground mining.	Students to: 1. compare and contrast surface mining and underground mining methods. 2. state reasons for choosing surface or underground mining.
9	Role of mineral processing	Students should be able to: 1. define mineral processing. 2. explain the place of mineral processing in mining industry.	1. Meaning of mineral processing. 2. Mineral processing mining industry.	Explains the role of mineral processing in mining industry, significance of mineral processing in mining.	1. Participate in class discussions. 2. Ask questions	1. Mineral or ore samples 2. Ore concentrate.	Students to: 1. define the term mineral processing. 2. explain the role of mineral processing in mineral development.
10	Mineral processing terminology	Students should be able to: 1. define the terms; communitation concentration; 2. define mill accounting.	1. Definition of term: a. communitation b. concentration c. mill accounting terms.	Guides students to define communitation, concentration and mill accounting terms.	1. Participate in class discussions. 2. Ask questions	1. Mineral or ore samples, 2. Ore concentrate 3. Trailing	Students to: explain the terms communitation, concentration and mill accounting terms.
11	REVISION						
12	EXAMINATION						

**MINING
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Gemology and lapidary	Students should be able to: 1. define the terms gemology and lapidary; 2. identify the different gemstone processing machines. 3. describe the machines and tools in gemstone processing.	1. Definition of gemology and lapidary 2. Gemstone processing machines. 3. Description of each type of machines (e.g. grinding machine, polishing machine etc.	1. Explains the terms gemology and lapidary with examples 2. Guides discussions on the different types of machines used in processing gemstones. 3. Takes students on field work.	1. Listen to explanation 2. Participate in class discussions 3. Visit a gemology and lapidary laboratory and observe how the various machines work.	1. Samples of gemstones. 2. Different types of gemstone processing machines.	Students to: 1. distinguish between gemology and lapidary. 2. describe the various gemstone processing machines 3. state their uses.
3	Properties of gemstones	Students should be able to: 1. define gemstone. 2. identify different types of gemstones. 3. list the properties of gemstones.	1. Definition of gemstones 2. Types of gemstones 3. Properties of gemstones.	Guides discussions on how gemstones can be identified what makes a good quality gemstone.	1. Observe different gemstones. 2. Identify their quality.	1. Samples of gemstones 2. Hand lens, microscope, refractometer.	Students to: 1. identify and describe gemstone using hand lens and microscope. 2. mention five properties of gemstone.

**MINING
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4 & 5	Trading in Gemstones	Students should be able to: 1. recognize avenues for trading gemstones. 2. relate quality with purchasing cost of gemstones. 3. appreciate the form in which gemstones are sold in Nigeria.	1. Marketing of gemstones 2. Purchasing cost of gemstones.	Explains how gemstones are traded within and outside Nigeria, factors that determine their purchasing cost.	Listen and ask questions	Recommended Text.	Students to: 1. explain how gemstone can be traded. 2. differentiate between grades of gemstones.
6 & 7	Health, safety and environmental control in mining	Students should be able to: 1. identify accidents and health hazards associated with mining. 2. list the general safety requirements in mining; 3. explain the effects of mining on the environment.	1. Health hazards in mining. 2. Safety requirements in mining. 3. Effect of mining on the environment.	1. Discusses the accidents and health hazards in mining. 2. Explains safety precautions and rules in mining, explains the effects of mining on the environment.	1. Listen to teacher's explanation. 2. Ask questions 3. Visit mining areas to see its effects.	1. Pictures 2. Charts.	Students to: 1. mentions the hazards in mining. 2. explain the rules and regulations for safety in mining. 3. identify five effects of mining on the environment.

**MINING
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Safety equipment and apparels used in mining.	Students should be able to: 1. identify the common equipment and apparels used in mining; 2. list factors that determine equipment selection.	1. Safety equipment and apparels used in mining. 2. Factors that determine equipment selection.	1. Discusses the equipment and apparels and in mining. 2. Explains the factors for equipment selection.	Participate in class discussions.	1. Pictures 2. Diagrams 3. Equipment and apparels for mining.	Students to: 1. list the different equipment used in mining. 2. mention the factors that determine equipment selection in mining.
9 & 10	Safety precaution environmental protection.	Students should be able to: 1. list measures to ensure safety in mining. 2. list measures to ensure protection of the environment; 3. memorize government's safety and environmental protection laws.	1. Measures of safety in mining 2. Environmental protection 3. Mining laws and regulations.	1. Discusses the measures taken to ensure safety in mining. 2. Explains safety and environmental protection laws.	1. Listen to teacher's explanation. 2. Ask questions	1. Diagrams	Students to: 1. explains measures taken to ensure safety in mining. 2. recite the governments safety and environmental protection laws.
11	REVISION						
12	EXAMINATION						

**TOURISM
SS I
FIRST TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to Tourism I	Students should be able to: (1) define tourism (2) explain what tourism is about.	Tourism: -meaning -what is tourism	(1) Defines tourism (2) Explains what tourism is generally.	(1) Listen attentively. (2) Write down the meaning of tourism. (3) Write down the explanations of what tourism is.	Pictures of site attractions, people going on tour, accommodations used and transport.	Students to: (1) define tourism (2) write a brief note on what tourism is.
2	Introduction to Tourism II	Students should be able to: (1) write the history of tourism (2) identify sites that were first officially recognized for tourism (3) mention the activities that attracted tourists to the sites.	History of tourism.	Discusses the history of tourism explain how tourism started, why it was first officially known and the activities that attracted people to such sites.	(1) Participate in the discussion. (2) Ask and answer question. (3) Write down notes on the history of tourism.	Picture of site attractions, accommodations and transport.	Students to: (1) write the history of tourism. (2) identify two sites first recognized for tourism. (3) mention one activity from each of the sites first recognized.
3	Introduction to Tourism III	Students should be able to: (1) list the types of tourism. (2) define and explain what domestic tourism it. (3) mention domestic tourism sites.	Types of tourism: -domestic -international - what is domestic tourism. -domestic tourism sites in delta state and Nigeria.	(1) Mentions the types of tourism. (2) Explains in detail what domestic tourism is giving numerous examples of domestic tourism in Delta State and Nigeria.	(1) Listen attentively (2) Take down notes (3) Ask and answer and questions.	(1) Picture of domestic tourism sites in Delta state and Nigeria. (2) Visit to any of such sites.	Students to: (1) write down the types of tourism. (2) define and explain what domestic tourism is. (3) give 2 examples of domestic tourism sites.

**TOURISM
SS I
FIRST TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Introduction to Tourism IV	Students should be able to: (1) Define international tourism. (2) Explain what international tourism is. (3) Mention the similarities and difference between domestic and international tourism. (4) Mention the international tourism sites.	International tourism: -definition -explanation -international tourism sites -similarities and differences between domestic and international tourism.	(1) Defines and explains what international tourism is in detail giving numerous examples of different international tourism sites in the world. (2) Mentions and explains the similarities and differences between domestic and international tourism.	(1) Participates in class discussion. (2) Listen attentively (3) Take down notes. (4) Ask and answer questions.	(1) Picture of international tourism sites in the world. (2) Visit to any to such sites.	Students to: (1) write down the meaning of international tourism (2) explain the term international tourism. (3) list three international tourism sites. (4) mention the similarities and differences between domestic and international tourism.
5	Forms of tourism I	Students should be able to: (1) list forms of tourism. (2) explain eco tourism. (3) identify the benefits of eco tourism.	Forms of tourism (1) Eco: -cultural -religious -sports -youth (2) What is Eco tourism (3) Benefit of Eco tourism. (4) Examples of Eco tourism sites.	(1) Explain forms of tourism and lists them. (2) Discusses extensively on Eco tourism explaining what it is, the benefits and examples of Eco-tourism sites.	(1) Participates in class discussion. (2) Listen attentively (3) Take down notes. (4) Ask and answer questions.	(1) Picture of Eco tourism sites and other sites. (2) Visit to any of the Eco-tourism sites, in Delta State and Nigeria.	Students to: (1) what are the forms of tourism. (2) explain what eco-tourism is. (3) list 3 benefits of eco-tourism.

**TOURISM
SS I
FIRST TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Forms of tourism II	Students should be able to: (1) explain cultural and religious tourism. (2) identify the benefits of cultural and religious tourism. (3) mention examples of cultural tourism and religious tourism sites.	(1) Cultural tourism. (2) Religious tourism.	(1) Explains and discusses cultural tourism extensively, its benefits and examples of cultural tourism. (2) Religious tourism it is also discussed and explained in detailed, mentioning the benefits and examples of religious tourism.	(1) Participates in class discussion. (2) Listen attentively (3) Take down notes. (4) Ask and answer questions.	(1) Picture of cultural and religious tourism sites. (2) Visit to at least one each of the cultural and religious tourism sites.	Students to: (1) what is cultural tourism. (2) what is religious tourism. (3) list the benefits of -cultural tourism -religious tourism -mention two examples of these sites.
7.	Forms of tourism III	Students should be able to: (1) explain sports and youth tourism (2) identify the benefits of sports and youth tourism. (3) mention examples of sports and youth tourism sites.	(1) Sport tourism (2) Youth tourism	(1) Explain and discusses sports tourism extensively, its benefits and examples of sports tourism. (2) Explains and discusses youth tourism extensively, its benefits and examples of your tourism.	(1) Participates in class discussion. (2) Listen attentively (3) Take down notes. (4) Ask and answer questions.	(1) Pictures of sports and youth tourism sties. (2) Visit to at least one of each of the sports and youth tourism sites.	Students to: (1) what is sports tourism? (2) what is youth tourism? (3) list the benefit of -sports tourism -youth tourism (4) mention two example of each tourism site.

**TOURISM
SS I
FIRST TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Components of tourism I	Students should be able to (1) explains what components of tourism is. (2) list the components of tourism. (3) explain the function of attractions as a component.	(1) Components of tourism: -attractions -accessibilities - amenities (2) What are attracting as a component: -meaning -function -types.	(1) Explains what a component of tourism is. (2) Guides students to list components of tourism. Explains in detail what attraction as a component is and its functions and types.	(1) Participates in the discussion. (2) Listen attentively. (3) Ask and answer questions. (4) Writes down notes.	(1) Picture of tourists sites. (2) Visit to tourists sites.	Students to: (1) explain what a component of tourism is. (2) list two components of tourism (3) define attractions as a component (4) explain the function and least 2 types of attractions as a component of tourism.
9	Components of tourism II	Students should be able to: (1) explain what accessibilities mean as a component of tourism. (2) write down the functions of accessibilities.	Accessibilities: -meaning -functions -types	(1) Gives the meaning of accessibilities as a component. (2) Explains in detail the functions of accessibilities as a component using different illustrations as well as types.	(1) Participates in the discussion. (2) Listen attentively. (3) Ask and answer questions. (4) Writes down notes. (5) View illustration shown.	(1) Pictures of the different accessibilities. (2) Visit to tourist sites.	Students to: (1) define accessibilities as a component of tourism. (2) write down the functions of accessibilities as component of tourism.

**TOURISM
SS I
FIRST TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Component of tourism III	Students should be able to: (1) explain what amenities is as a component of tourism. (2) identify the functions of amenities as a components. (3) mention the types of amenities.	Amenities: -meaning -types -functions	Defines Amenities explains the types and discusses the functions of amenities as a component of tourism.	(1) Note and write down the meaning, types and functions of amenities. (2) Ask and answer questions.	Pictures of different types of amenities.	Students to: (1) define amenities (2) mention at least 3 types of amenities (3) write down 2 functions of amenities.
11	REVISION						
12	EXAMINATIONS						

**TOURISM
SS I
SECOND TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Tourist Product I	Students should be able to: (1) define tourist products (2) name the types of tourist product (3) explain tangible product.	Tourist Product -Meaning -Types (a) Tangible goods (b) Intangible goods -Tangible good (a) Meaning (b) Types (c) Uses	(1) Explains what tourist products means. (2) Mentions the types of tourist products and explains in details what tangible goods are types and uses.	(1) Note and write down the meaning, types of tourist product, and tangible goods. (2) Ask and answer questions.	Picture of tangible goods	Students to: (1) define tourist product (2) name the types of tourist product. (3) explain what tangible goods are.
2	Tourist Product II	Students should be able to: (1) define intangible goods (2) mention types of intangible goods (3) mention the uses of intangible goods (4) differentiate between tangible and intangible goods.	Intangible goods: -meaning -types -uses Different between tangible and intangible goods.	(1) Defines intangible goods discusses the types and uses of intangible goods. (2) Differentiates between tangible and intangible goods.	Write down the meaning, types and uses of intangible goods and the difference between tangible and intangible goods.	Picture of tangible goods.	Students to: (1) define intangible goods. (2) mention types of intangible goods (at good two). (3) write down two differences between tangible and in tangible goods.

**TOURISM
SS I
SECOND TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Tourist Product III	Students should be able to: (1) mention the characteristic of tourist product (2) explain what heterogeneous is. (3) explain how this character affects the tourist product.	Characteristic of tourist product: -heterogeneous -intangible -immovable supply heterogeneous -meaning -how it affects the tourist product.	(1) Guides students to list the characteristic of tourist product. (2) Explains the meaning of heterogeneous and how it affects the tourist product.	(1) List the characteristic of tourist product. (2) Write down the meaning and how the heterogeneous characteristic affects tourist product.	Picture of tangible goods.	Students to: (1) mention 2 characteristics of tourist product (2) define heterogeneous. (3) explain how it affects tourist product.
4	Tourist Product IV	Student should be able to: (1) state the meaning of intangible. (2) explain how it affect tourist product.	Intangible: -meaning -how it affects the tourist products.	Explains the meaning of intangible and explains in detail how it affects tourist product.	Write down the meaning and how intangible affects the tourist product.	Picture of tangible goods.	Students to: (1) define intangible. (2) explain how it affects tourist product.
5	Tourist Product V	Students should be able to: (1) state the meaning of immovable supply. (2) explain how it affects the tourist product.	Immovable supply: -meaning -how it affects the tourist product.	Explains the meaning of immovable supply and explains in detail how it affects tourist product.	(1) Write down the meaning of immovable supply. (2) Notes how it affects tourist product.	Picture of tangible goods.	Students to: (1) define immovable supply. (2) explain how it affect tourist product.

**TOURISM
SS I
SECOND TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
THEME: TOURIST ATTRACTIONS IN NIGERIA							
6	Tourist Attractions and Locations I	Students should be able to: (1) mention types of tourist attraction. (2) list different natural tourist attractions in delta state and Nigeria.	(1) Types of tourist attractions - Natural, manmade, socio-cultural (2) Natural - Different natural tourist attraction in Delta State and Nigeria.	(1) Explains the types of tourist attraction. (2) Guides students to identify different natural tourist attractions and their locations in Delta State and Nigeria.	(1) Identify the types of tourist attractions. (2) Differentiate between the three types of tourist attraction (3) Watch video clips/pictures of different natural tourist attractions in Delta and Nigeria.	(1) Television (2) Video machine (3) Camera (4) Flyer (5) Visit to tourist sites.	Students to: (1) list the types of tourist attraction (2) write four different natural tourist attractions in Delta State and another four in Nigeria.
7	Tourist Attractions and Locations II	Students should be able to: (1) explain what man-made tourist attractions are. (2) identify different man-made tourist attractions in delta state and Nigeria and other parts of the world.	(1) Man-made tourist attractions -Different attractions in (a) Delta State (b) Nigeria (c) Other parts of the world.	(1) Explains what man-made tourist attractions are. (2) Guides students to identify different man-made tourist attractions and locations in Delta State, Nigeria and parts of the world.	(1) Wrist down the meaning of man-made tourist attractions. (2) Lists the different tourist attraction (man-made) in Delta State, Nigeria and the world.	(1) Television (2) Video machine (3) Camera (4) Brochure (5) Visit to tourist sites.	Students to: (1) define man-made tourist attractions (2) list three man-made tourist site in (a) Delta State (b) Nigeria (c) World.

**TOURISM
SS I
SECOND TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Tourist Attractions and Locations III	Students should be able to: (1) explain what socio-cultural tourist attractions are. (2) identify different socio-cultural tourist attractions in (a) Delta State (b) Nigeria (c) Other parts of the world.	Socio-cultural tourist attractions -Meaning -Different tourist attraction in (a) Delta State (b) Nigeria (c) Other parts of the world.	(1) Defines socio-cultural tourist attractions. (2) Guides the students to identify different socio-cultural tourist attractions and their locations in (a) Delta State (b) Nigeria (c) Other parts of the world.	(1) Participate in the class discussion (2) Write down the meaning of socio-cultural tourist attractions. (3) Lists the different tourist attraction (socio-cultural) in (a) Delta State (b) Nigeria (c) Other parts of the world.	(1) Television (2) Video machine (3) Camera (4) Brochure (5) Visit to tourist sites.	Students to: (1) define socio-cultural tourist attractions. (2) list three socio-cultural tourist site each in (a) Delta State (b) Nigeria (c) Other parts of the world.
9	Tourism Statistics I	Students should be able to: (1) know the meaning of tourism statistics (2) state the tourism statistics.	Tourism statistics (1) Inflow/outflow (2) Expenditure pattern	1. Explains what tourism statistics is. 2. Discusses what inflow/outflow is and what expenditure pattern means.	(1) Write down the meaning of tourism statistic. (2) Inflow/outflow Expenditure pattern Ask and answer question where relevant.	Sample of questionnaire and survey instrument.	Students to: (1) state the meaning of tourism statistics (2) list the tourism statistics.

**TOURISM
SS I
SECOND TERM**

SUB-THEME: TOURISM AND TRAVEL BUSINESS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
10	Tourism Statistics II	Students should be able to: (1) explain data collection and data representation. (2) state the importance of tourism statistics.	(1) Data collection (2) Data representation. (3) Importance of tourism statistics to the nation and individual.	(1) Explains data collection and data representation. (2) Discusses the importance of tourism statistics to the nation and the individual. (3) Solves problems on tourism statistics.	(1) Write down the meaning of data collection and data representation. (2) List the importance of tourism statistics to the nation and individual. -Solve problems on tourism statistics.	Sample of questionnaire and survey instrument.	Students to: (1) state the meaning of data collection and data representation. (2) state the importance of tourism statistics. (3) solve problems on tourism statistics.
11	REVISION						
12	EXAMINATIONS						

**TOURISM
SS I
THIRD TERM**

SUB-THEME: BENEFITS OF TOURISM TO A NATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Financial Benefits I	Students should be able to: (1) identify areas of financial benefits in tourism. (2) explain how taxes and levies bring financial benefits to tourism.	(1) Taxes (2) Levies -Types -Uses	(1) Discusses extensively on how taxes and levies bring financial benefits to tourism. (2) Explains the different types of taxes and levies and their uses.	(1) Participates in class discussion. (2) Take notes on (3) Taxes and levies -Types of taxes and their uses. -Types of levies and uses.	(1) Chart (2) Statistical data of tourism expenditure	Students to: (1) identify areas of benefit financially to tourism. (2) explain what taxes are: -types -uses (3) explain what levies are -types -uses.
2	Financial Benefits II	Students should be able to: (1) explain balance of payment. (2) the different ways balance of payment to done.	Balance of payment -Ways balance of payment can be done -What is balance of payment.	(1) Discuss balance of payment extensively what balance of payment is. (2) Ways balance of payment can be done.	(1) Participates in class discussion. (2) Take notes on the topic. -What is balance of payment? -Ways balance of payment can be done.	(1) Chart (2) Statistical data of tourism expenditure	Students to: (1) what is balance of payment? (2) what are the ways balance of payment can be done?

**TOURISM
SS I
THIRD TERM**

SUB-THEME: BENEFITS OF TOURISM TO A NATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Financial Benefits III	Students should be able to: (1) explain foreign exchange earnings. (2) the various ways in which foreign exchange can be earned in tourism.	(1) Foreign exchange earnings. (2) What is foreign exchange? (3) Various ways through which foreign exchange can be earned for tourism.	(1) Explains what foreign exchange is. (2) Discusses the various ways through which foreign exchange can be made and earned for tourism.	(1) Participates in class. (2) Take notes on the topic. -What is foreign exchange? (3) Various ways through which foreign exchange can be earned.	(1) Chart (2) Statistical data of tourism expenditure	Students to: (1) what is foreign exchange? (2) explain foreign exchange earnings (3) list 3 ways foreign exchange can be made for tourism.
4	Social Benefits I	Students should be able to: (1) identify areas of social benefits in tourism. (2) explain cultural interactions. (3) mention ways cultural interaction can benefit tourism (4) explain world peace. (5) mention benefits of world peace in tourism.	(1) Social benefits in tourism. -Aras of social benefit in tourism. -Cultural interaction -Meaning -Ways cultural Interaction benefits tourism (2) World peace -Meaning -ways world peace benefits tourism.	(1) Guides students to identify areas of social benefit in tourism (2) Defines cultural interaction and world peace. (3) Discusses how cultural interaction and world peace benefits tourism.	(1) Participate in class discussion. (2) Takes notes on the topic (3) Ask and answer questions.	Recommended text	Students to: (1) identify two areas of social benefit in tourism. (2) mention way in which -cultural interaction and world peace benefit tourism.

**TOURISM
SS I
THIRD TERM**

SUB-THEME: BENEFITS OF TOURISM TO A NATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Social Benefits II	Students should be able to: (1) explain how improved quality life is a social benefit in tourism. (2) explain how job creation is a benefit.	(1) Improved quality life. (2) Job creation.	Discusses improved quality life and job creations are social benefits in tourism.	(1) Participate in class discussion. (2) Takes notes on the topic (3) Ask and answer questions.	Recommended text	Students to: (1) explain how improved quality life are social benefit in tourism (2) job creation are social benefits in tourism.
6	Festival and heritages in Nigeria I	Students should be able to: (1) list the festivals in delta state. (2) explain what each festival in delta state celebrates. (3) identify heritage sites in delta state (4) locate and explain the significance of these festivals and heritages.	(1) What are festivals and heritages? Festivals and heritage sites in Delta state: -names -location -significance	(1) Guides students to identify festivals and heritages in Delta State. (2) Explains what festivals and heritages are. (3) Discusses the names location and significance of festival and location in Delta State.	(1) Notes and writes down what festivals and heritages are. (2) Identifies the festivals and heritages in Delta State. (3) Ask questions to understand more on the location and significance of each festival and heritage site in Delta State.	(1) Charts (2) Videos (3) Pictures festivals and monument in Delta State.	Students to: (1) What are festivals and heritages? (2) list 3 each of festivals and heritage sites in Delta State. (3) write short notes on two each of festivals and heritage sites in Delta State.

**TOURISM
SS I
THIRD TERM**

SUB-THEME: BENEFITS OF TOURISM TO A NATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Festival and heritages in Nigeria II	Students should be able to: (1) list the festivals in Nigeria. (2) list the heritage sites in Nigeria (3) explain the significance of each festival and heritage in Nigeria (4) locate each festival and heritage in Nigeria.	Festival and heritages in sites in Nigeria. -Names -Location -Significance	(1) Guides students to list the festivals and heritages in Nigeria (2) Explains what each festival and heritage signifies (3) Leads the students to locate each festival and heritage site in Nigeria.	(1) Notes and writes down the names of each festival in Nigeria. (2) Identifies the heritage sites. (3) Ask questions to understand more the location and significance of each festival and heritage site in Nigeria.	(1) Charts (2) Videos (3) Pictures festivals and monuments in Nigeria. (4) Visit to museums and monuments in Nigeria.	Students to: (1) list three festivals and heritage sites in Nigeria. (2) write short notes on any two festivals and heritage site in Nigeria.
8	Festival and heritages in Nigeria III	Students should be able to: (1) list the festivals and heritages in the world. (2) locate and explain the significance of some festivals and heritages in the world.	Festivals and heritage sites around the world -Names -Location -Significance	Guides students to identify, locate and explain the significance of some festivals and heritages in the world.	Take down notes on the names, location and significance of festivals and heritages around the world.	(1) Pictures (2) Magazines (3) Video (4) Visit to any museum and monuments around the world.	Students to: (1) list the festivals and heritages in the world. (2) locate and explain the significance of some festivals and heritages in the world.

**TOURISM
SS I
THIRD TERM**

SUB-THEME: BENEFITS OF TOURISM TO A NATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Travel Agency Business I	Students should be able to: (1) define a travel agent. (2) mention traveling agencies in delta state and Nigeria.	Travel Agent: -definition -travel agencies in delta state and Nigeria.	Explains who a travel agent is he also guides the students to identify the travel agencies in Nigeria and Delta State.	(1) Participate in class discussion. -Write down the definition of a travel agent. -Mention the travel agencies in Delta State and Nigeria	(1) Chats (2) Airline tickets (3) Price list (4) Passport (5) Visa	Students to: (1) define a travel agent. (2) mention four travel agencies in delta State and Nigeria.
10	Travel Agency Business II	Students should be able to: (1) list the functions of a travel agent. (2) explain each function of the travel agent.	Functions of a travel agent: -reservation -ticketing -visa procumbent	(1) Explains the functions of the travel agent in detail, describing how each function is carried out. (2) Guides students list the functions of a travel agent.	(1) List the functions of travel agent. (2) Ask questions to understand more how each function is carried out.	1) Chats (2) Airline tickets (3) Passport (4) Visa	Students to: (1) list the functions of a travel agent. (2) explain how each function is carried out.
11	REVISION						
12	EXAMINATION						

LEATHER GOODS
SS I
FIRST & SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1, 2, 3	Safety precaution in manufacturing workshop	Students should be able to: mention five safety precautions in shoe manufacturing workshops.	Safety precaution in shoe manufacturing workshop 1. Wearing of safety boot. 2. Wearing of workshop overall. 3. Switch of all electrical appliances when not in use. 4. Use appropriate eyes and nose cover to prevent dust. 5. The adhesives should be stored away from fire.	Guides students in discussion on safety rules in shoe manufacturing workshop.	1. Participate in class discussions. 2. observe men's and ladies shoes. 3. Listen to explanation and participate in class. 4. Demonstrate the safety measures in shoe manufacturing work shop.	1. Chart showing the components of a shoe 2. men's shoes 3. Ladies 4. Safety boot 5. Ideal eyes and nose cover	Student to: 1. list five safety precautions in shoe manufacturing workshop. 2. demonstrate the safety precautions stated.
4- 5	Men's shoe and ladies shoe	differentiate between men's shoes and ladies shoes.	1. Men's shoe 2. Ladies shoes 3. Components of shoes	Presents men's shoes and ladies shoes and lead discussion on difference between	Observe men's shoes and ladies shoes.	Chart showing components of a shoe, men's and ladies shoes.	Students to: state two differences between men's shoes and ladies shoes.
8- 9	Care of hand tools and machines	describe the care of hand tools and machines.	1. Description of hand tools and machines 2. Care of hand tools and machines; clean lubricates, change needles and tread in sewing machines	Explains ways of maintaining tools and machines.	Listen attentively to explanation.		Students to: state clearly ways of maintaining tools and machines used in shoe manufacture.
10 .	Practical work	production of Shoes.	Men's and ladies shoes	Guides students in practical work.	Participate in the practical.	Materials listed above.	Students to: produce men's and ladies shoes
11	REVISION						
12	EXAMINATION						

LEATHER GOODS
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Types of materials used for foot wear manufacture and repairs	Students should be able to: identify the different materials used for shoe upper and buttoning	1. Meaning of upper and buttoning in foot wear manufacture and repairs. 2. Materials used in foot wear manufacture and repairs.	1. Explains the meaning of upper and buttoning in foot wear manufacture. 2. Leads students in the identification of materials used for upper and buttoning 3. Guides discussion on the characteristics of materials for Upper Materials: - leather - plastic - fabrics	1. Listen to explanations. 2. Participate in discussion. 3. Identify materials used in foot wear manufacturing and repairs.	Materials for upper and buttoning e.g 1. Leather - Fabrics - Micro cellular rubber - Solid rubber	Students to: 1. List materials for upper and buttoning. 2. State the characteristics of materials used for upper and buttoning.
2.	Characteristics of materials	enumerate the characteristics of materials for upper and buttoning					
4.	Materials		1. Buttoning or sound materials 2. Leather shoe - P.V.C - P.U				
5.	Materials	- Micro cellular - Rubber - Resin Rubber - Themo plastic rubber etc.					
6.	Characteristics of materials		Characteristics of the materials.	Guides discussion.			
7.	Practical work on sketch and design	application of materials based on the design and sketch of foot wears.	Meaning of sketch before deign	Guides students on the sketch and design.	Sketch and design pattern of foot wear.		Students to make use of materials based on the sketches and design made for foot wear.
8, 9 &10.	PRACTICAL WORK						
11 & 12	REVISION AND EXAMINATION						

LEATHER GOODS
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1-3	Sequence of patient cutting	Student should be able to: 1. define pattern cutting. 2. list the sequence in upper pattern cutting. 3. list the sequence in bottom pattern cutting.	1. Meaning of pattern cutting 2. Sequence of pattern cutting 3. Taping the last 4. Form production in and out 5. Means for production 6. Standard production 7. Performing the standard 8. Performing the standard 9. Producing net pattern 10. Producing working pattern 11. producing lining pattern 12. Producing one part pattern 13. Bottom pattern sequence 14. Tape the last bottom 15. Tim the taped last bottom at feather edge 16. Remove the inside board and cut out etc.	Explains the meaning of patter cutting.	Listen and participate in discussions.	Pattern knife	Student to: 1. Define pattern cutting. 2. List the sequence in upper patterns and bottom pattern.
4-5	Distinguish between pattern and others	distinguish between net pattern, working patern, lining partner, insole and sole pattern.	1. Net pattern 2. Working pattern 3. Living pattern 4. Inside pattern 5. Sole pattern	Explain and distinguish one patter from the other	Listen and participate in discussion		Students to: 1. Distinguish between net, working, lining, insole, sole, pattern and part pattern.
6-7	Practical Work	demonstrate forme cutting.	1. Processes of forme cutting. 2. Demonstrates the design processes in upper pattern and button pattern.	Demonstrate the design process in upper pattern and bottom pattern.	Practice upper pattern cutting and bottom pattern cutting.	1. Pattern knife 2. Scissors 3. Scotch tape 4. Last 5. Cardboard 6. Paper 7. Cutting board	Student to: 1. Demonstrate forme cutting. 2. Demonstrate the design processes in upper pattern and bottom pattern.

LEATHER GOODS
SSS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8-9	Bag Designing	Students should be able to: 1. analyze designs for functions and appearance and economic purpose. 2. enumerate the influence of social habits, fashion, selling price, on summer of research, on design. 3. state the effects and limitations of material selection in constructional supply.	1. Analyze design for functions, appearance and economic purpose. 2. Leads, discussion on the influence of social habits etc. on design. 3. Directs discussion on the effect and limitation of materials on constructional supply.	1. Analyzes design for functions appearance and economic purpose. 2. Leads, discussion on the influence of social habits etc. on design. 3. Directs discussion on the effect and limitation of materials on constructional supply.	1. Listen attentively. 2. Participate in discussion.	1. Hammer 2. Skiving knife 3. Drive puncher 4. Leather	Students to: 1. analyze design for functions, appearance, and economic purpose. 2. state the influences each of social habits, fashion, selling price and consumer research on design. 3. list three effects and limitations of material selection on constructional supply.
9.	Esthetic appeal	explain the relationship of aesthetic appeal of size, proportion, shape and colour.	Relationship of esthetic appeal of size, proportion, shape, colour etc.	Explains the relationship of esthetic appeal of size, proportion etc.	1. Listen attentively. 2. Participate in discussion.		Students to: explain the relationship of esthetic appeal of size, proportion, shape, and colour.
10	Design illustration and presentation	Students should be able to: 1. carry out illustration and presentation. 2. carryout design analysis and specifications. 3. make permanent patterns for the bags, flap-over and framed gusseted purse.	1. Carryout design illustrations and presentations. 2. Carrying out design analysis and specifications. 3. Make permanent patterns for hand bags e.g handles flap over and framed gusset purse.	1. Demonstrate and design illustration and presentation. 2. Demonstrate design specifications 3. Guides students to make patterns.	1. Observe demonstration. 2. Make patterns for hand bags, flap-over, and framed gusset purse.	1. Cardboard paper 2. Steal ruler 3. Clicking knife	Students to: 1. carryout design presentations. 2. carryout design analysis and speed specifications. 3. make permanent patterns for hand bags, flap over and framed gusseted purse.
11	REVISION						
12	EXAMINATION						

DATA PROCESSING
SS I
FIRST TERM

SUB-THEME: INFORMATION AGE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	History of Computing	Students should be able to: (1) explain the history of computing. (2) identify concrete devices used in computing. (3) explain the concept of number system in computing.	(1) Explain history of computing. (2) Concrete devices in computing. (3) Number system.	(1) Explains history of computing. (2) Mentions concrete devices used in computing. (3) Describes the concept of number system in computing.	(1) Observe and listen to the teacher's explanation. (2) Identify concrete devices used in computing. (3) Discuss the concept of number system in groups.	(1) Charts (2) Slide rule (3) Tally stick (4) Coins (5) Rope	Students to: (1) explain the history of computing. (2) list the concrete devices used in computing. (3) explain the concept of number system.
2	Digitalization of data I	Students should be able to: (1) define digitalization of data. (2) explain the history of computer development.	(1) Definition of digitalization of data (2) History of computer development.	(1) Defines digitalization of data. (2) Explains the history of computer development.	(1) Observe and listen to the teacher explanation. (2) Copy the teacher's summary on the chalkboard into their note books.	(1) Computer (2) Projector	Student to: (1) define digitalization of data. (2) explain the history of computer development.
3	Digitalization of data II	Students should be able to: (1) mention the various types of computers. (2) state the components of computer.	(1) Types of computer (2) Components of computer:	(1) States the types of computer. (2) States the components of computers.	(1) State the types of computers. (2) Identify the components of the computer.	(1) Computer set (2) Input and output devices (3) Projector.	Student to: (1) state the types of computers. (2) state the components of computer.
4	Data and information I	Students should be able to: (1) define data. (2) define information. (3) identify different types of data.	(1) Definition of data. (2) Meaning of information. (3) Types of data.	(1) Explains the concepts data and information. (2) States the types of data.	(1) Listen to the teacher's explanation. (2) Copy the chalk board summary into their notebooks.	(1) Computer set. (2) Appropriate software.	Students to: (1) define data and information. (2) State types of data and differentiate between data and information.
5	Data and information II	Students should be able to: (1) state ways of handling data. (2) List the qualities of a good information.	(1) Way of handling data. (2) Qualities of a good information.	(1) States ways of handling data. (2) Mentions the qualities of a good information.	(1) Listen to the teacher's explanation. (2) Copy the chalkboard summary.	(1) Computer set. (2) Appropriate software.	Students to: (1) State two ways of handling data. (2) Mention two qualities of a good information.

DATA PROCESSING
SS I
FIRST TERM

SUB-THEME: INFORMATION AGE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	History of computer	Students should be able to: (1) identify the five generations of computers. (2) describes the features of each generation.	(1) Generations of computer and their features. 1st Generation 2nd Generation 3rd Generation 4th Generation 5th Generation	(1) Mentions the five generations of computer. (2) Describes each generation of computer in terms of: the year of development, the technology, the speed of operation, storage capacity etc.	(1) Identify the five generations of computer. (2) Match each generation, with its characteristic features.	(1) Charts (2) Computer.	Student to: (1) list and identify the generations computers. (2) states or describes three features of each generation of computers.
7	Classification of computer I	Students should be able to: (1) classify computers by types. (2) state characteristics of computer by types.	Classification of computer by types (a) Analog (b) Digital (c) Hybrid	(1) Guides students to classify computer by types. (2) Lists the characteristics of computers by types.	(1) Participate in the classification of computers by types. (2) Copy chalk board summary.	(1) Computer set (2) Projector	Students to: (1) classify computer by types. (2) list two characteristics of computers by types.
8	Classification of computer II	Students should be able to: (1) classify computers by size. (2) mention characteristics of computers by size.	Classification of computer by size -Micro -Mini -Mainframe.	(1) Guides students to classify computers by size. (2) Explains their characteristics.	(1) Listen to teacher's explanation. (2) Copy chalk board summary.	(1) Computer set (2) Projector	Students to: (1) classify computer by size. (2) mention two characteristics by size.
9	Classification of computer III	Students should be able to: (1) classify computers by functionality. (2) explain some characteristics of computers by functionality.	Classification by functionality.	Guides students to classify computer of functionality.	(1) Listen to explanations. (2) Copy chalkboard summary.	(1) Computer set (2) Projector	Students to: (1) classify computers by functionality. (2) explain the characteristics of the computers.
10	Practical	Students should be able to: identify the parts of the computer system.	Identification of different parts of the computer system.	Shows and explains the different parts of the computer system.	Identify the various parts of the computer system.	(1) Computer set (2) Different parts of the system.	Students to: identify the different part of the computer system.
11 & 12	REVISION AND EXAMINATIONS						

**DATA PROCESSING
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	ICT Application in everyday life I	Students should be able to: (1) define ICT. (2) mention types of ICT.	(1) Meaning of ICT (2) Types of ICT -Broadcasting -Telecommunications -Data networks etc.	(1) Defines ICT. (2) Mention types of ICT.	(1) Participate in class discussion. (2) State types of ICT.	(1) Charts (2) Multimedia presentations.	Students to: (1) define ICT. (2) mention two types of ICT.
2	ICT Application in everyday life II	Students should be able to: (1) outline the uses of ICT. (2) identify the impact of importance of ICT in the society.	(1) ICT and the society and uses -Education -Business -Banking-automated teller machine (ATM) -Marketing-point of sale machines etc. (2) Importance of ICT in the society.	(1) Explains uses of ICT. (2) Explains and leads discussion on the importance of ICT in the society.	(1) Participate in class discussions. (2) Identify importance of ICT in the society.	(1) Documentary films. (2) Multimedia presentations.	Students to: (1) outline some uses of ICT in the society. (2) list three impacts or importance of ICT in the society.
SUB-THEME: INFORMATION PROCESSING							
3	The art of information processing	Students should be able to: (1) define the art of information processing. (2) explain the procedures for information processing.	(1) Definition of information processing. (2) Procedures for information processing: -collation of information -organization of information -analysis of information -interpretation of information etc.	(1) Explains the art of information processing. (2) Leads discussion on the procedures for information processing.	(1) Observe and listen to the teacher's explanation (2) Answers questions on the procedures for information processing.	(1) Reading books (2) Samples of live data	Students to: (1) define the art of information processing (2) explain the procedures for information processing.

**DATA PROCESSING
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB-THEME: INFORMATION TRANSMISSION							
4	Process of information transmission	Students should be able to: (1) define information transmission. (2) list methods of transmitting information.	(1) Definition of information transmission (2) Methods of transmitting information -Oral -Radio -Newspaper -Drums -Telephone etc.	(1) Defines information transmission for students. (2) Leads students to identify methods of transmitting information.	(1) Listen and take notes from the teachers explanation. (2) Bring newspapers, radio and telephone for examples to the class.	(1) Charts (2) G.S.M set (3) Newspaper (4) Radio (5) Telephone (6) Television (7) Drums	Students to: (1) define information transmission. (2) list three methods of transmitting information.
5	Medium to information transmission I	Students should be able to: (1) explain the medium of information transmission. (2) state the types of information transmission.	Types of information transmission -Satellite -Wireless -Cable	(1) Explains the medium of information transmission. (2) States the types of information transmission.	(1) Listen to teacher's explanation. (2) Copy the chalkboard summary in their notes books.	(1) Radio (2) Telephone (3) Video (4) Television	Students to: (1) defines medium of information transmission. (2) states types of information transmission.
6	Medium to information transmission II	Students should be able to: (1) identify the means of transmitting information. (2) classify information by mode of receiving information.	(1) Classification of means of transmitting information -Electronic -Non-electronic (2) Mode of receiving information -Audio -Audio-visual -Visual	(1) Guides students to classify information by: -means of transmission -mode of receiving information (2) Writes notes on the chalkboard	(1) Copy the board summary in their note books (2) Receive information by telephone	(1) Catalogue (2) Radio (3) Telephone (4) Video (5) Television	Students to: (1) identify the means of transmitting information. (2) classify information by mode receiving information.

**DATA PROCESSING
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
SUB-THEME: TOOL FOR PROCESSING INFORMATION							
7	Operating system I	Students should be able to: (1) define operating system. (2) state the types of operating system.	(1) Definition of operating system. (2) Types of operating system. -MS DOS, -Unix -Macintosh, etc.	(1) Defines operating system. (2) States the types of operating system.	(1) Participate in class discussions. (2) Listen to the teachers explanation	Computer set	Students to: (1) define operating system. (2) state the types of operating system.
8	Operating system II	Students should be able to: (1) give examples of operating system. (2) state the functions of operating system.	(1) Examples of operating system. (2) Functions of operating system.	(1) Gives examples of operating system. (2) Outlines the functions of an operating system.	(1) Listen to the teacher's explanation. (2) State or outlines the functions of an operating system.	(1) Computer set. (2) Interactive CD tutorial on functions of computer operating system.	Students to: (1) give examples of two operating systems. (2) state three functions of an operating system.
9	Word Processing I	Students should be able to: (1) define or explain the term word processing. (2) state the uses of word processing (3) list the features of word processing package.	(1) Definition of word processing (2) Uses of word processing (3) Features of word processing	(1) Defines word processing. (2) States the uses of word processing (3) Lists the feature of word processing.	(1) Listen to the teacher's explanation. (2) Understands the features of word processing.	(1) Computer set (2) Interactive training CD.	Students to: (1) defines or explains word processing. (2) state uses of word processing. (3) list three features of word processing.
10	Practical	Students should be able to: (1) boot a copy of a computer. (2) log off a computer set.	(1) Booting of a computer (2) Log off a computer set.	(1) Explains the process of booting and how to log off a computer set.	(1) Listen to the teacher's explanation (2) Participate in booting the system.	(1) Computer set.	Students to: (1) boot a computer set. (2) log off a computer system.
11	REVISION						
12	EXAMINATIONS						

**DATA PROCESSING
SS I
THIRD TERM**

SUB-THEME: TOOLS FOR PROCESSING INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Word Processing II	Students should be able to: (1) give examples of MS-office software. (2) load and exit MS-word. (3) create, save and retrieve file.	(1) Examples of MS-office. (2) Loading and exiting MS-word. (3) Creating a document. (4) Saving a document. (5) Retrieving of files.	(1) Lists examples of word processing. (2) Demonstrates the loading and exiting of MS-word. (3) Writes notes on the chalkboard.	(1) Participate class discussion. (2) Practice loading and exiting the MS-word. (3) Practice creating, saving and retrieving files. (4) Copy the chalkboard summary in their note books.	(1) Computer set. (2) Interactive. training CD (3) MS-word software.	Students to: (1) LIST two examples of word processing or MS-office software. (2) load and exit MS-word. (3) create save and retrieve a file.
2	Word Processing III	Students should be able to: (1) define word processor. (2) state examples of a word processor.	(1) Definition of word processor (2) Examples of a word processor -Microsoft word -Word perfect -Corel word perfect -Note pad -Open office org. writer etc.	(1) Explains the terms word processor. (2) Gives examples of a word processor.	(1) Listen to teacher's explanations. (2) Copy chalkboard summary.	(1) Computer set (2) Word processor software.	Students to: (1) defines word processor. (2) give two examples of a word processor.
3	Spread sheet I	Students should be able to: (1) explain the term spreadsheet. (2) state the uses of spreadsheet. (3) lists examples of spreadsheet.	(1) Definition of spreadsheet (2) Uses of spreadsheet. (3) Examples of spreadsheet -Excel -Lotus -Star view etc.	(1) Defines spreadsheet (2) States the uses of spreadsheet. (3) Lists examples of spreadsheet.	(1) Listen to teacher's explanations (2) Copy chalkboard summary.	(1) Computer set. (2) Interactive training CD.	Students to: (1) defines spreadsheet. (2) state the uses of spreadsheet. (3) list two examples of spreadsheet.

**DATA PROCESSING
SS I
THIRD TERM**

SUB-THEME: TOOLS FOR PROCESSING INFORMATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Spread sheet I	Students should be able to: (1) load and exit MS-excel. (2) Create, save, retrieve files. (3) explain features and terminologies in spreadsheet.	(1) Load and exiting MS-excel (2) Creating a file (3) Saving a file (4) Retrieving a file (5) Features and terminologies (a) Row (b) Cell (c) Worksheet (d) Data range etc.	(1) Demonstrates the loading and exiting MS-excel, MS-access. (2) Shows how to create, save and retrieve files.	(1) Practice loading and exiting the MS-Access, MS-excel. (2) Practice creating, saving and retrieving files	(1) Computer set (2) Interactive training CD (3) Spread sheet software	Students to: (1) load and exit MS-excel. (2) create, save, retrieve files. (3) explain two features and terminologies in spreadsheet.
5	Database management system I	Students should be able to: (1) explain the term database management. (2) state examples of database management. (3) explain the use of database system.	(1) Definition of database management. (2) Examples of database management software. (a) Database (d) Fox Base etc. (3) Uses of spreadsheet for database management.	(1) Defines database management. (2) Lists examples of database management software. (3) Explains the uses of database system.	(1) Listen to teacher's explanations. (2) Copy chalkboard summary.	(1) Computer set. (2) Interactive training CD.	Students to: (1) define database. (2) list two examples of database. (3) state the uses of database system.
6	Database management system II	Students should be able to: (1) load and exit MS-access. (2) list the uses of MS-access for DBMS. (3) create, save retrieve files.	(1) Uses of MS-access for database management. (2) Loading and exiting MS-access (3) Creating, saving and retrieving files.	(1) Demonstrates the loading and exiting of MS-access software. (2) Writes notes on the chalkboard.	(1) Practice loading and exiting MS-access software. (2) Practice creating, saving and retrieving file. (3) Copy the board summary in their notebooks.	(1) Computer set (2) Interactive training CD. (3) Spreadsheet software. (4) MS-access software.	Students to: (1) load and exit MS-access. (2) list two uses of MS-access for database management..

**DATA PROCESSING
SS I
THIRD TERM**

SUB-THEME: COMPUTER MAINTENANCE ETHNICS AND HUMAN ISSUE

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Computer ethics I	Students should be able to: (1) explain meaning of computer ethics. (2) list responsible ways of using computer.	(1) Meaning of computer ethics. (2) Computer room management ethics. (3) Responsible use of computer and internet. -Avoiding duet etc. (4) Areas of misuse of the computer.	(1) States and identify responsible ways of using computer. (2) Defines computer ethics. (3) Leads students to identify ways of misusing the computer.	(1) Participate in class discussion. (2) Make use of computer.	Charts of an ideal computer room/laboratory.	Students to: (1) explain meaning of computer ethics. (2) list three proper ways of using computers. (3) list four ways of misusing computer.
8	Computer ethics II	Students should be able to: (1) define rules and regulations. (2) mention rules and regulations of computer laboratory.	(1) Laboratory rules and regulations. (2) Definition of rules and regulations. (3) Computer laboratory rules and regulations.	(1) Explains rules and regulations. (2) Mentions computer laboratory rules and regulations.	(1) Listen to teacher's explanations. (2) Copy chalkboard summary.	Charts of an ideal computer room/laboratory.	Students to: (1) define rules and regulations. (2) mention two computer laboratory rules and regulations.
9	Safety measures	Students should be able to: state safety measures to be taken when using computers.	Safety measures (1) The sitting arrangement. (2) Positioning of monitor. (3) Illuminating the computer room. (4) Maintaining a dust and liquid free environment	(1) Guides students to list the safety measures to be taken when using computer. (2) Writes notes on the chalkboard.	(1) Participate in class discussions. (2) Copy the chalkboard summary into their notebooks.	(1) Charts (2) Pictures	Students to: state five safety measures when using computers.
10	Practical	Students should be able to: (1) load and exit MS-excel and MS-access. (2) create, save and retrieve files in MS-excel and MS-access.	(1) Load and exit MS-excel and MS-access (2) Create, save and retrieve files.	(1) Guides students to do the following: -load and exit MS-excel and access. (2) Create, save and retrieve files.	Participate in the practical works	Computer set	Students to: (1) load and exit MS-excel and access. (2) create, save retrieve files.
11	REVISION						
12	EXAMINATIONS						

**STORE KEEPING
SS I
FIRST TERM**

THEME 1: OVERVIEW OF STORE KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction of store keeping	Students should be able to: 1. define store keeping. 2. states the importance of store keeping.	1. Store keeping. * Meaning * Importance.	1. Explains the meaning of store keeping. 2. Guides students in identifying the importance of store keeping.			Students to: 1. states the meaning of store keeping. 2. discusses the importance of store keeping.
2	Component of store keeping.	Students should be able to: identify the component of store keeping.	1. Component. * Warehousing. * Requisitioning * Inventory and * Inventory control.	1. Guides students in the identification of the component of store keeping.	1. Gives examples of the component of store keeping.		Students to: 1. states three component of store keeping.
3.	Fields were store keeping is required.	Students should be able to: identify industries/fields were store keeping is required.	1. Fields were store keeping is required.	1. Guides students in identifying industries and fields were store keeping is required e.g. Manufacturing. 2. Visit organization with students to see store house.	1. Participates identifying fields were store keeping is required. 2. Notes organizations were store keeping is required. 3. Reports observations made on visit to the organization class.		Students to: name and describe three organization were store keeping is required.
4.	Store organization.	Students should be able to: 1. define organization. 2. state the importance of effective organization of a store.	1. Store organization and layout. * Meaning of organization *. Importance of organization.	1. Leads students in defining organization. 2. Guides students in identifying the importance of organization.	1. States the meaning of organization. 2. Participate in discussion of importance of organization.	1. Charts. 2. Diagrams of store. 3. Photographs of stores.	Students to: 1. give the meaning of organization. 2. explains three importance of organization.

STORE KEEPING
SS I
FIRST TERM

THEME 1: OVERVIEW OF STORE KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Store layout and importance of store layout.	Students should be able to: 1. explains store layout. 2. states the importance of store layout.	1. Meaning of store layout. 2. Importance of store layout.	1. Explains store layout. 2. Leads in discussion the importance of store layout.	1. Listens attentively copy notes. 2. Participate in the discussion of the importance of store layout.	1. Chalkboard. 2. Charts. 3. Diagrams of store.	Students to: 1. discuss store layout. 2. states three importance of store layout.
6	Factors in choosing store layout.	Students should be able to: states factors to be considered in choosing store layout.	Factors in choosing store layout.	Leads students in identifying factors in choosing store layout.	Participate in identifying factors in choosing store layout.	1. Charts. 2. Diagrams 3. Photographs.	Students to: states three factors in choosing a store layout.
7.	Materials required to set-up a store house.	Students should be able to: identify materials required to set up a store house.	Materials required to set up a store house.	Lists materials required for setting up a store house.	Contributes to the listing of materials required for setting up a store house.		Students to: name three materials for setting up a store house.
8.	Safety.	Students should be able to: 1. explains safety. 2. states the need for safety.	Safety. i. Meaning. ii. Needs for safety at work place.	Explains the meaning of safety. 2. Guides students in identifying the need for safety in the work place.	1. Participate in the discussion. 2. Contributes to the identification of need for safety.	1. Charts 2. Photographs of stores.	Students to: 1. define safety. 2. explains two needs for safety at work.

**STORE KEEPING
SS I
FIRST TERM**

THEME 1: OVERVIEW OF STORE KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Environmental issues.	Students should be able to: lists and explains requirements of good environment.	Requirements of good environment. - Cleanness - Space - Good lighting. - Good ventilation. - Refuse collection, facility etc.	Explains clean environment with the participate of students.	Participates in listing the requirements of a good environments.	1. Charts. 2. Pictures of clean environment. 3. Cleaning materials i. Brooms ii. Rakes. ii. Shovels etc.	Students to: explains requirements of a good environment.
10	Environmental issues (2).	Students should be able to: list the ways of maintaining clean environment.	1. Maintenance of clean environment including refuse disposal.	1. Guides students in i. Identifying ways of maintaining clean environment. 2. Organizes environmental cleanup.	1. Participates in discussion. 2. Copy notes. 3. Participates in environmental cleaning.	1. Brooms. 2. Rakes, 3. Shovels 4. Charts of cleaning environment.	Students to: 1. describes ways of maintaining a clean environment. 2. demonstrates environmental cleanup.
11	REVISION						
12	EXAMINATION						

**STORE KEEPING
SS I
SECOND TERM**

THEME 2: SAFETY AND ENVIRONMENTAL ISSUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to warehousing.	Students should be able to: 1. explains warehousing. 2. states the types of warehousing.	Warehousing. - Meaning. - Types - Rooms. - Cold rooms - Silos etc.	1. Explains the meaning of warehouse. 2. Guides in the identification of types of warehouse.	1. Copy notes from the board. 2. Participates identifying types of warehouses.		Students to: 1. states the meaning of warehouse. 2. identify types of warehouse.
2.	Nature of goods to be warehoused.	Students should be able to: describes the nature of goods to be warehoused.	Nature of goods to be warehoused. - Perishable - Non perishable.	Leads in identifying nature of goods to be warehoused.	Contributes to the discussion on the nature of goods to be warehoused.		Student to: identify goods to be warehoused.
3.	Factors to be considered in choosing a warehouse.	Students should be able to: explains factors for choosing a type of warehouse.	Consideration in choosing a warehouse e.g. - Temperature. - Weight of object - Space etc.	1. Guides in the discussion of considerations in choosing a warehouse. 2. Organizes excursion to some warehouse.	Participate in the discussion of choosing a warehouse.		Students to: 1. explains factors to considered in choosing a warehouse. 2. reports on excursion to a warehouse.
4.	Types of warehouse.	Students should be able to: 1. lists the types of warehouse. 2. explains the types of warehouse.	Types of warehouse; - State. - Bound - Manufacturers - Wholesaler etc.	1. Explains the different types of warehouse. 2. Lists the different type of warehouse.	1. Listen attentively on the explanation. 2. Participate in the discussion on the types of warehousing.	1. Charts. 2. Chalkboard. 3. Textbooks.	Students to: 1. lists the types of warehouse. 2. explains two types of warehouse.
5.	Importance of warehousing.	Students should be able to: states the importance of warehousing.	Importance of warehousing.	Guides students in identifying the importance of warehousing.	1. Participates in the identification of the importance of warehousing.		Students to: states four importance of warehousing.

**STORE KEEPING
SS I
SECOND TERM**

THEME 2: SAFETY AND ENVIRONMENTAL ISSUES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Warehousing documents.	Students should be able to: lists documents used in warehousing.	Warehousing documents. - Uses of each document.	Lists the document used.	Participates in listing the documents.	1. Charts. 2. Samples of the documents.	Students to: name three warehousing documents.
7.	Uses of warehousing documents..s	Students should be able to: explains the use of each documents.	Uses of warehousing documents.	Explains the uses of various warehousing documents.	Participates in stating the uses of the documents.	1. Charts. 2. Chalkboard.	Students to: lists and explains the uses of warehousing documents.
8.	Factors to be considered in setting a warehouse.	Students should be able to: explains factors to be considered in setting a warehouse.	Factors to be considered in setting a warehouse.	Guides in the discussion of factors to be considered in setting a warehouse.	Participate in the discussion of factors to be considered in setting a warehouse.		Students to: explains five factors to be considered in setting a warehouse.
9	Introduction to requisitioning.	Students should be able to: defines requisitioning.	1. Requisitioning. i. Meaning. ii. Importance.	Leads discussion on the meaning of requisitioning.	Participates in the guided discussion.	1. Charts. 2. Requisitioning documents.	Students to: defines requisitioning.
10	Importance of requisitioning.	Student should be able to: explains the importance of requisitioning.		Guides discussion on the importance of requisitioning	Names some importance of requisitioning.		Student to: describe two importance of requisitioning.
11	REVISION						
12	EXAMINATION						

STORE KEEPING
SS I
THIRD TERM

THEME 1: REQUISITIONING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Inventory	Students should be able to: 1. defines inventory. 2. explains the uses of inventory.	1. Meaning of inventory. 2. Uses of inventory.	1. Explains inventory. 2. Guides students to identify uses of inventory.	1. Participates in the guided discussion. 2. Identify some uses of an inventory.	1. Charts. 2. Pictures. 3. Drawings. 4. Samples of inventory. 5. Record/stock records.	Students to: 1. define inventory. 2. describes two uses of inventory.
2.	Items in an inventory.	Students should be able to: lists items I n an inventory.	Items in an inventory.	Leads students in listing the items that are found in an inventory.	Lists some items of inventory.		Students to: 1. defines inventory. 2. describes two uses of inventory.
3.	Types of inventory.	Students should be able to: states the types of inventory.	Types of inventory.	Guides students in enumerating types of inventory.	Describes the types of inventory.		Students to: describes two types of inventory.
4.	Inventory control uses of inventory control.	Students should be able to: 1. define inventory control. 2. explains uses of inventory control.	1. Inventory control. i. Meaning. 2. Uses.	1. Explains inventory control. 2. Guides students to identify uses of inventory control.	1. Participate in the guided discussion. 2. Describe some uses of inventory control.	1. Diagrams. 2. Samples 3. Stock sheets.	Students to: 1. define inventory control. 2. explains two uses inventory control.
5.	Types of inventory control.	Students should be able to: describe types of inventory control.	1. Types of inventory control. 2. Perpetual inventory. i. Periodic inventory	Guides students in listing types of inventory control.	Lists two types of inventory control.	Chalkboard.	Students to: describes two types of inventory control.
6.	Difference between the types of inventory control.	Students should be able to: differentiate the two types of inventory control.	Differences between the two types of inventory control.	Explains the differences between the two types of inventory control.	Discusses the differences between the two types of inventory control.		Students to: differentiate between the two types of inventory control.

**STORE KEEPING
SS I
THIRD TERM**

THEME 1: REQUISITIONING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Importance of inventory control advantages of inventory control.	Students should be able to: 1. explains the importance of inventory control. 2. lists the importance of inventory control.	1. Importance of inventory control. 2. Advantages of inventory control.	Leads in discussion on the importance of inventory control.	1. Participate in the discussion on the importance of inventory control.	1. Chalkboard. 2. Textbooks. 3. Sample of inventory sheet.	Students to: mention three importance of inventory control.
8.	Advantages and disadvantages of inventory control.	Students should be able to: mentions the advantages and disadvantages of inventory control.	Advantages and disadvantages of inventory control.	1. Leads in discussion. 2. Copy notes. 3. Asks question where necessary.	1. Participate in the discussion. 2. Copy notes. 3. Ask question where necessary.	1. Charts 2. Textbooks.	Students to: 1. mention four advantages of inventory control. 2. mention two disadvantages
9	Introduction to entrepreneurs hip	Students should be able to: explains entrepreneurship.	1. Entrepreneurship. - Meaning. 2. Examples of entrepreneurship.	Explains entrepreneurship with illustrations from learners environment.	1. Participates in the guided discussion. 2. Contributes to the discussion.	1. Charts. 2. Photographs of people doing business.	Students to: 1. explains entrepreneurship.
10	Needs for entrepreneurs hip	Students should be able to: describe the needs for entrepreneurship	1. Leads in discussion on the need for entrepreneurship.	1. Discusses the need for entrepreneurship.		1. Chalkboards. 2. Textbooks.	Students to: explains three needs for entrepreneurship.
11	REVISION						
12	EXAMINATION						

BOOK KEEPING
SS I
FIRST TERM

THEMES: INTRODUCTION TO BOOK KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning of bookkeeping	Students should be able to: 1. define bookkeeping. 2. narrate briefly the history of book keeping.	1. Bookkeeping. 2. History of book keeping in Nigeria.	1. Defines bookkeeping. 2. Gives the history of book keeping in Nigeria.	1. Takes notes 2. Understand the history of book keeping in Nigeria.	1. Charts 2. Pictures and video of book keeping 3. Relevant textbook.	Students to: 1. defines bookkeeping. 2. narrate the history of bookkeeping.
2	Importance of bookkeeping	Students should be able to: 1. outline the importance of bookkeeping. 2. narrate the career the opportunities in bookkeeping. 3. list the beneficiaries of bookkeeping.	1. Importance of bookkeeping. 2. Career opportunities in bookkeeping. 3. Beneficiary of bookkeeping.	1. Discusses importance of bookkeeping. 2. Discusses career opportunities in bookkeeping. 3. Guides students to identify the beneficiaries of bookkeeping.	1. Ask questions and answers on the importance of bookkeeping. 2. Know the career opportunities in bookkeeping. 3. Understand the beneficiaries of bookkeeping.	1. Charts 2. Pictures and videos of book keeping 3. Relevant textbook 4. Read more on the topics	Students to: 1. List 5 importance of bookkeeping. 2. state 5 careers opportunities in bookkeeping. 3. list 3 beneficiaries of bookkeeping.
3	Stock valuation	Students should be able to: 1. explain stock valuations. 2. state the purpose of stock valuations.	1. Stock valuations. 2. Purpose of stock valuations.	1. Explain stock valuations. 2. State the purpose of stock valuation.	1. Notes on stock valuations. 2. Ask question on the purpose of stock valuations.	1. Charts 2. Diagram 3. Videos 4. Calculators	Students to: 1. list 2 methods of stock valuations. 2. compute stock valuations.
4	Methods of stock valuations	Students should be able to: 1. list different stock valuations methods. 2. compute the different methods of stock valuations.	1. List different stock valuation methods. 2. Computation of stock valuation.	1. List different stock valuations methods. 2. Guides students to compute stock valuations.	1. Know the different stock valuation methods. 2. Practical computes the stock valuations.	1. Textbook 2. Charts 3. Calculators	Students to: 1. list 2 methods of stock valuations. 2. compute stock valuations.

**BOOK KEEPING
SS I
FIRST TERM**

THEMES: INTRODUCTION TO BOOK KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Asset and liabilities	Students should be able to: 1. define assets. 2. define liabilities. 3. differentiate between assets and liabilities.	1. Assets and liabilities. 2. Differentiate between assets and liabilities.	1. Defines assets and liabilities. 2. Guides students to differentiate between assets and liabilities.	1. Take notes on assets and liabilities. 2. Differentiate between assets and liabilities.	1. Charts, diagram and pictures 2. Relevant textbook	Students to 1. define assets and liabilities. 2. differentiate between assets and liabilities.
6	Classification of assets and liabilities	Students should be able to: 1. identify the different types of assets and liabilities. 2. classify assets and liabilities.	1. Identification of types of assets and liabilities. 2. Classification of assets and liabilities.	1. Guides students to distinguish between assets and liabilities 2. Discusses the different types of assets and liabilities. 3. Classifies assets and liabilities.	1. Take note on the differences between assets and liabilities. 2. Understand the classification of assets and liabilities.	1. Charts 2. Chalkboard 3. Textbooks	Students to: 1. list 2 different types of assets and liabilities. 2. explain the current assets.
7	Business transactions	Students should be able to: 1. explain business transactions. 2. list different types of business transactions.	1. Business transaction. 2. Types of business transaction. 3. Those involved in business transactions: -buyers -sellers -consumers	1. Defines business transactions. 2. Gives examples of people involved in business transactions. 3. Uses a diagram to explain further.	1. Take note on business transactions. 2. Understand those involved in business transactions. 3. Practice exercise.	1. Diagram showing business transaction 2. Chalkboard 3. Relevant textbook.	Students to: 1. state the types of business transaction. 2. draws a diagram showing business transaction. 3. list those involved in business transaction.

**BOOK KEEPING
SS I
FIRST TERM**

THEMES: INTRODUCTION TO BOOK KEEPING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Debtors and creditors	Students should be able to: 1. define debtors 2. define creditors 3. differentiate between debtors and creditors.	1. Debtors and creditors. 2. Differentiate between debtors and creditors. 3. Identification of debtors and creditors,	1. Explains the terms debtors and creditors. 2. Demonstrates how to identify debtors and creditors.	1. Take notes on debtors and creditors. 2. Ask questions on debtors and creditors. 3. Read more on debtors and creditors,	1. Rulers 2. Calculator 3. Board 4. Sign poster 5. Stickers 6. Textbooks	Students to: 1. define creditors and debtors. 2. give 5 examples of debtors and creditors. 3. list the characteristic of debtors and creditors.
9	Sources documents	Students should be able to: 1. explain the meaning of sources documents, 2. mention the uses of sources documents,	1. Sources documents. 2. Explain the uses of sources of documents.	1. Explains the concepts of each sources document. 2. Lists the uses of sources document.	1. Make notes on sources documents. 2. Ask question on the uses of each sources documents.	1. Sources documents 2. Journals specimen 3. Calculators 4. Relevant book 5. Ruler 6. Chalkboard	Students to: 1. define sources documents. 2. identify types of sources documents.
10	Content of source documents	Students should be able to: explain the contents of sources of document.	1. Types of source documents: -invoice -receipts -vouchers -credit and debt note -statement of accounts	1. Shows examples of sources of document. 2. Illustrates how to record information in the source documents.	1. Understand sources. 2. Practice more exercise.	1. Chalkboard 2. Specimen of sources documents 3. Rulers 4. Charts	Students to: 1. list 3 types of sources. 2. complete a sources document.
11	REVISION						
12	EXAMINATION						

**BOOK KEEPING
SS I
SECOND TERM**

THEMES: BOOKS OF JOURNALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Books of original entry	Students should be able to: 1. explain the meaning of journals. 2. mention the types of journals. 3. journalize opening and closing entries of general journals.	1. Journals 2. Types of journals Sales: -purchases -return inwards -return outwards -general journals	1. Defines journals 2. Illustrates how to draw the format of a journal. 3. Illustrates with examples the opening and closing entries.	1. Make notes on journals. 2. Identify the contents of each journal. 3. Differentiate the journals types.	1. Board 2. Calculator 3. Specimen of journals 4. Rulers 5. Pencil 6. Relevant textbooks	Students to: 1. draws the journals. 2. identify the contents. 3. differentiate the types of journals.
2	Uses of journals	Students should be able to: 1. explain the uses of journals. 2. correct errors through the journals. 3. draw the format of the journals.	1. Uses of journals. 2. Illustrate the layout of a general journal. 3. Correction of errors.	1. Explains how to extract information from sources documents into the books of origin entry. 2. Corrects errors through journals.	1. Make notes on the uses of journals. 2. Know how to extract information from sources into the books of origin entry of errors.	1. Textbooks 2. Charts 3. Receipts 4. Invoice	Students to: 1. explain the uses of journals. 2. correct errors through the journals.
3	Principles of double entry	Students should be able to: 1. state the meaning of double entry. 2. identify the account to be credited and debited. 3. state the rule of double entry.	1. Principles of double entry. 2. Rules of double entry. 3. Exercise involving double entry. 4. Post transactions into the ledger.	1. Explains the meaning of double entry. 2. States the rules of double entry. 3. Illustrates how to apply the rule of double entry.	1. Write notes on double entry. 2. Understand the rules of double entry 3. Practice more exercise.	1. Calculator 2. Rulers 3. Board 4. Relevant textbooks	Students to: 1. define double entry. 2. state the rules of double entry. 3. solve problems.
4	Ledger	Students should be able to: 1. define a ledger. 2. identify the items on the ledger. 3. draw the format of a ledger.	1. Ledger 2. Items on the ledger 3. Format of a ledger	1. Explains the meaning of ledger. 2. Lists the items on the ledger. 3. Discusses with the learners the contents of the ledger and the importance of each.	1. Write notes on the ledger. 2. Ask questions on items on the ledger.	1. Specimen ledger 2. Board 3. Calculators 4. Rulers 5. Chalk 6. Relevant textbooks	Students to: 1. define ledger. 2. list items on the ledger.

**BOOK KEEPING
SS I
SECOND TERM**

THEMES: BOOKS OF JOURNALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Classes of a ledger	Students should be able to: 1. identify different classes of ledger. 2. explain different classes of accounts.	1. Classification of account personal account. 2. Impersonal account: -real -nominal	1. Explains to the learners the 2 classes of accounts. 2. Guides students to identify the classes of ledger.	1. Write notes on the different classes of accounts. 2. Identify the classes of a ledger.	1. Charts 2. Textbooks 3. Chalkboard	Students to: list the different classes of accounts.
6	Application of double entry system in the ledger	Students should be able to: 1. identify the columns of a ledger. 2. post transactions into a ledger.	1. Columns of a ledger. 2. Uses of a ledger. 3. Posting of transactions in a ledger.	1. Lists the columns in a ledger. 2. Posts transactions into a ledger.	1. Ask questions on the columns of a ledger. 2. Know how to post into a ledger and practice more.	1. Ruler 2. Calculators 3. Relevant textbooks	Students to: 1. list the columns of the ledger. 2. post into ledger.
7	Singles column cash book	Students should be able to: 1. explain the meaning of singles columns cash book. 2. identify items on the single columns cashbook 3. prepare a single columns cash book.	1. Single columns cash book. 2. Items of a simple columns cash book. 3. Preparation of simple column cash book with various exercises.	1. Describes the singles columns cash book. 2. Lists the uses of singles columns cash book. 3. Lists the rules for posting in a single column cash books. 4. Solves various exercise.	1. Take notes 2. Understands the uses of a single columns cashbook. 3. Understand the rules for posting into a single columns cash book. 4. Practice exercise.	1. Specimen 2. Board 3. Calculators 4. Ruler 5. Cashbook format	Students to: 1. define a single columns cash book. 2. prepare a single columns cash book. 3. list the rules for posting into single columns cash books.

**BOOK KEEPING
SS I
SECOND TERM**

THEMES: BOOKS OF JOURNALS

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Double column cashbook	Students should be able to: 1. explain the meanings of double column cash book. 2. identify the items and columns cashbook.	1. Double columns cash books. 2. Items on the double columns cash book: -cash columns -bank columns	1. Describes the double columns cash book. 2. Identifies the form of double cashbook.	1. Take note on double columns cashbook. 2. Identify the forms of doubles columns cashbook.	1. Ledger 2. Calculators 3. Rulers 4. Board 5. Relevant textbooks	Students to: 1. define double cash column cashbook 2. give 2 items of double columns cashbooks.
9	Preparation of double column cashbook	Students should be able to: 1. prepare a double columns cashbook. 2. record cash and bank receipts and payment. 3. differentiate between single and double column cashbook.	Preparation of double columns cashbook.	1. List the rules of posturing in the double column cashbook. 2. Solve exercise	1. Take notes 2. Understand the posting into the double columns cashbooks.	1. Charts 2. Textbooks 3. Chalkboard	Students to: 1. prepare double column cashbook. 2. differentiate double and single column cashbook.
10	Contra entry	Students should be able to: 1. explain the concepts of contra entry. 2. identify contra entry transactions. 3. record contract entry transaction appropriately.	1. Contra entry 2. Examples of contra entry transaction. 3. Recording of contra entry Exercise.	1. Describes the concepts of contra entry. 2. Solves exercise involving contra entry.	1. Makes notes on contra entry. 2. Understand contra entry. 3. Practice more exercise.	1. Ledger 2. Calculators 3. Rulers 4. Board 5. Relevant textbooks	Students to: 1. describe contra entry. 2. records contra entry transactions. 3. solve exercise.
11	REVISION						
12	EXAMINATION						

**BOOK KEEPING
SS I
THIRD TERM**

THEMES: THE LEDGER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	The Three Columns Cashbooks	Students should be able to: 1. explain the 3 column cashbook. 2. identify the columns of three columns cashbooks.	1. Three columns cashbook. 2. Identification of the columns.	1. Explains the 3 column cashbook 2. Guides students identify the columns of a three columns cashbooks	1. Notes on 3 columns cashbooks 2. Know how to rule columns of three columns cashbook	1. Rulers 2. Boards 3. Relevant textbooks	Students to: 1. explain three columns cashbook. 2. identify columns of three columns cashbook.
2	Types of Discounts	Students should be able to: 1. differentiate between cash discount and trade discount. 2. differentiate between discount allowed and discount receive.	1. Differentiate between cash and trade discount 2. Identify the differences between discounts allowed and discount receive	1. Guides students to know the differences between the trade and cash discount. 2. Leads students to differentiate between discounts allowed and discount received.	1. Take notes on the differences between the trade and cash discount. 2. Know to differentiate between discount allowed and discount received.	1. Textbooks 2. Charts 3. Chalkboard	Students to: 1. state the differences between the trade and cash discount. 2. differentiate between discount allowed and discount received.
3	Preparation of Three Columns	Students should be able to: 1. differentiate between single and double and three columns cashbook. 2. prepare a 3 columns cashbook.	1. Differentiate between single, double, and three columns cash books. 2. Prepare three columns cash books.	1. Leads students to differentiate between singles, double and three columns cash books. 2. Prepares three columns cash books.	1. Take notes differences between single, double, and three columns cash books. 2. Understand the differences between the single, double, and three columns cash books. 3. Prepare and practice 3 columns cashbook.	1. Rulers 2. Calculators 3. Relevant textbooks	Students to 1. list 3 differences between single, double, and three columns cashbooks. 2. prepare three columns cashbooks.

**BOOK KEEPING
SS I
THIRD TERM**

THEMES: THE LEDGER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Petty Cashbook	Students should be able to: 1. explain the meaning of petty cashbook. 2. state the advantages of petty cashbook.	1. Petty cash book 2. Advantages of petty cash book	1. Defines petty cashbooks 2. States the advantages of petty cash books	1. Take notes on petty cashbook. 2. Know the advantages of the petty cashbook.	1.Board Chalkboard Relevant textbooks	Students to: 1. defines petty cashbook. 2. sates the advantages of petty cashbook.
5	Preparation of Petty Cashbook	Students should be able to: 1. Analyze the petty cash columns 2. Post transactions to various columns of petty cash book	1.Classifications of petty cash columns 2. Posting of transactions	1. State the rules for posting transactions into cashbook 2. Solve problems	1. Take notes 2. Know the classification of the columns 3. Practice exercise	1. Calculator Rulers Board Relevant textbook	Students to: 1. Classify columns and solve problems
6	Trial Balance I	Students should be able to: 1. explain the meaning of trail balance. 2. state the functions of trail balance. 3. prepare the format of the trial balance.	1. Trail balance 2. Functions of trail balance. 3. Rules extracting balance from ledger to trail balance.	1. Defines trail balance. 2. Explains the rules of extracting trail balance. 3. Leads discussion on the functions of trail balance.	1. Take notes 2. Ask questions on the rules of extracting trail balance. 3. Participate in the discussion on trial balance.	1. Specimen ledger 2. Pictorial Materials 3.Videos	Students to: 1. explain the meaning of trail balance. 2. state the functions of trial balance.
7	Trial Balance II	Students should be able to: 1. extracts balances from ledger to trial balance. 2. prepare trail balance.	1. Extracts balances from ledger to trial balance. 2. Prepare trail balance.	1. Guides students to extracts balance from ledger to that balance. 2. Leads the students to prepare trial balance.	1. Participate in discussion on trial balance. 2. Understand the preparation of trial balance.	1. Calculator 2. Rulers 3. Videos clips	Students to: extract a trial balance.

**BOOK KEEPING
SS I
THIRD TERM**

THEMES: THE LEDGER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Trial Balance and Corrections of Errors	Students should be able to: 1. explain the terms of errors. 2. state the errors.	1 .Meaning of errors 2. types of errors	1. Describes errors 2. Describes the classes of errors.	1. Take note on errors 2. Understand the classes of errors.	1. Picture material 2. Videos	Students to: 1. explain errors 2. mention 3 types of errors.
9	Trial Balance and Correction of Errors	Students should be able to: 1. identify the errors affecting trial balance. 2. identify errors that do not affect trial balance.	Classification of errors	1. Demonstrates how to detect and correct errors. 2. Identifies errors not affecting the trial balance.	Take note on errors affecting trails balance and errors affecting trail balance	1. Pictures Materials 2. Videos	Students to: classify errors
10	Suspense Account	Students should be able to: 1. Explain the meaning of suspense account. 2. Corrects identified in the trial balance. 3. Correct errors through the use of suspense accounts.	1. Explain the meaning of suspense account. 2. Correct errors through the use of suspense accounts.	1. Guides students on the meaning suspense accounts. 2. Demonstrate how to prepare suspense account.	1. Take notes 2. Know how to prepare suspense accounts.	1. Chalkboard 2. Calculator 3. Rulers 4. Videos	Students to: 1. explain suspense account. 2. correct errors through the use of suspense accounts.
11	REVISION						
12	EXAMINATION						

G.S.M. MAINTENANCE AND REPAIRS
SS I
FIRST TERM

THEME: INTRODUCTION TO TELECOMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Terms and terminologies I	Students should be able to: define terms related to telecommunications.	1. Definition of terms related to telecommunication 2. Analogue: -digital -hybrid 3. Transmitter 4. Signal 5. Medium 6. Receiver	Leads students to define terms related to telecommunication and bring up basic terms in the definition.	Listen to teacher's definition and explanation and ask questions.	1. Charts 2. Pictures	Students to: define terms related to telecommunication while the teacher does the listening and make corrections.
2	Terms and terminologies II	Students should be able to: define terms related to telecommunications	1. Definition of terms related to telecommunication -Network -Wave -GSM -GPRS -Satellite -Mobile phones	Leads students to define terms related to telecommunication and bring up basic terms in the definition.	Listen to teacher's definition and explanation and ask related questions	1. Charts 2. Pictures	Students to: define terms related to telecommunication while the teacher does the listening and make corrections.
3	Telecommunication bodies in Nigeria	Students should be able to: 1. identify 2. state the full meaning of the telecommunication bodies in Nigeria.	Telecommunication bodies in Nigeria -ncc -nitel -nigcomsat -itan -imis	Leads students to identify and state the meaning of the telecommunication bodies in Nigeria.	Listen to teacher identify and state the full meaning and ask relevant questions.	Chart carrying logo and name of telecommunication bodies in Nigeria.	Students to: list telecommunication bodies and state their meaning.

G.S.M. MAINTENANCE AND REPAIRS
SS I
FIRST TERM

THEME: INTRODUCTION TO TELECOMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Telecommunication bodies in Nigeria	Students should be able to: list the functions of this telecommunication bodies in Nigeria	1. Functions of -NCC -NITEL -NIGCOMSAT -ITAN -IMIS	Lists at least three main functions of the telecommunication bodies in Nigeria and give note.	Listen to teacher and ask question and take note.	Charts	Students to: list function as class work through oral drill.
5	GSM Technology	Students should be able to: 1. explain the origin of GSM 2. describe the network structure of GSM.	1. Origin of GSM 2. The network structure of GSM: -frequency ranges -mobile station -base station -radio frequency -cell -modulation -demodulation -network and switching subsystem -GPRS core network	1. Explains the origin of GSM. 2. Describes the network structure of GSM.	Listen to teacher and participate in class discussion.	1. GSM phones 2. Pictures of GSM network structure.	Students to: 1. explain the origin the GSM. 2. describe the network structure of GSM.
6	GSM Technology	Students should be able to: 1. describe SIM (subscriber identity module). 2. explain GSM security.	1. SIM -SIM locking -SIM blocking -IMEI 2. GSM security	1. Describes SIM 2. Explains GSM security.	List to teacher and participate in class discussion and ask question.	GSM SIM Card	Students to: describe SIM and explain GSM security as class work.

G.S.M. MAINTENANCE AND REPAIRS
SS I
FIRST TERM

THEME: INTRODUCTION TO TELECOMMUNICATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Communication satellite	Students should be able to: 1. define a satellite. 2. define a communication satellite.	Definition of: -satellite -communication satellite.	1. Defines a satellite. 2. Defines a communication satellite. 3. Explains the terms in the definition.	1. Listen to teacher definition and explanation. 2. Participate in class.	Pictures of satellite.	Students to: 1. define a satellite. 2. define a communication satellite.
8	Communication satellite	Students should be able to: 1. state the types of communication satellite. 2. explain the application of communication satellite.	1. Types of communication satellite 2. Application of communication satellite.	1. Lists types of communication satellite. 2. Discusses the application of communication satellite.	Listen to teacher listing the types of communication satellite.	Pictures of different satellite.	Students to: list types of satellite.

THEME: INTRODUCTION TO BASIC ELECTRONICS

9	Principles of AC and DC quantities	Students should be able to: 1. explain AC and DC quantities 2. differentiate between AC and DC quantities. 3. similarities between AC and DC quantities.	1. AC and DC quantities. 2. Difference between AC and DC quantities. 3. Similarities between AC and DC quantities.	1. Explains the principles of AC and DC quantities. 2. Explains the difference and similarities of AC and DC quantities.	1. Explain the principle of AC and DC quantities. 2. Differentiates between AC and DC quantities. 3. State the similarities of AC and DC quantities.	1. Charts 2. Diagrams	Students to: 1. explain properly the principles of AC and DC quantities. 2. differentiate accurately between AC and DC quantities. 3. state the similarities of AC and DC quantities.
10	Excursion to telecommunication bodies in Nigeria	Students should be able to: state the functions of telecommunication equipments	Functions of telecommunication equipments	Leads students to telecommunication company	Listen to explanation done by the telecommunication workers.	Telecommunication bodies.	Students to: list different types of equipment and their functions.

11	REVISION						
12	EXAMINATION						

G.S.M. MAINTENANCE AND REPAIRS
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Simple Electric Circuits I	Students should be able to: 1. state Ohm's law 2. define the following terms -current -voltage -resistance -power	Ohm's law definition of : -current -voltage -resistance -power	1. States Ohm's law 2. Defines: -current -voltage -resistance -power	1. State Ohm's law 2. Define -Current -Voltage -Resistance -Power	1. Electronic components e.g. resistors, capacitors, inductors.	Students to: 1. state Ohm's law 2. define -current -voltage -resistance -power
2	Simple Electric Circuit II	Students should be able to: 1. determine the values of resistors, current and voltage using Ohm's law. 2. explain the uses of resistors, capacitors, inductors and transformers 3. identify colour coding of carbon resistors.	1. Uses of resistor capacitor and inductors 2. Colour coding of carbon resistors.	1. States the uses of resistor capacitors, inductors and transformers. 2. Identifies colour coding of carbon resistors.	1. Mention the uses of resistors, capacitors, inductors and transformers. 2. Identify colour coding of different carbon resistors.	1. As many different colours as possible should be brought to class.	Students to: 1. mention three uses of resistors -capacitor -inductors -transformer 2. identify with accuracy the values of carbon resistor using colour coding.
3	Common Electronic Devices I	Students should be able to: 1. define the terms diode, transistors, integrates circuits (IC). 2. state the uses of diode, transistors, integrated circuit (IC).	1. Definition of diode, transistors, integrated circuit (IC). 2. Uses of diode, transistors, integrated circuit (IC).	Defines and mention uses of diode, transistors, integrated circuit (IC).	Define and states the uses of diode, transistors, integrated circuit (IC).	1. Charts 2. IC data book.	Students to: 1. define diode, transistors, integrated circuit (IC). 2. mention the uses of diode, transistors, integrated circuit (IC).

G.S.M. MAINTENANCE AND REPAIRS
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Common Electronic Devices II	Students should be able to: 1. differentiate between digital and analogue ICs (integrated circuit) 2. identify the pin numbering and layout of ICs e.g. dual-in-line (DIL), flat pack etc.	1. Difference between digital and analogues ICs (integrated circuit). 2. Pin numbering and layout of ICs.	1. States the difference between digital and analogue ICs. 2. Shows the pin numbering and layout system of ICs	1. Differentiate between digital and analogue ICs. 2. Show the numbering and layout of ICs	1. Charts.	Students to: 1. indicate correctly the difference between digital and analogue ICs. 2. identify with precision the pin numbering and layout of ICs.
5	Electronic Sign and Symbols I	Students should be able to: 1. list types of electronic diagrams. 2. draw this different types of electronic diagrams.	Types of electronic diagrams.	Lists and draws different types of electronics diagram.	Make sketches of different types of electronic diagrams.	1. Charts 2. Diagram.	Students to: sketch correctly different types of electronics diagram.
6	Electronic Sign and Symbols II	Students should be able to: identify different types of electronic signs and symbols.	Types of electronic signs and symbols.	Identifies different types of electronic sign and symbols.	Identity different types of electronics signs and symbols.	1. Charts 2. Diagram.	Students to: draw correctly different types of electronics signs and symbols.
7	Power supply and Amplifiers I	Students should be able to: 1. describe the constructional features of a power supply. 2. explain the uses of a power supply.	1. Constructional features of a power supply. 2. Uses of a power supply	1. Guides students to construct simple power supply (Practical) 2. Describes the uses of a power supply.	1. Describe the constructional features of a power supply practically. 2. List the uses of a power supply.	1. Charts 2. Diagram.	Students to: 1. construct a simple power supply. 2. list correctly the uses of power supply.

G.S.M. MAINTENANCE AND REPAIRS
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Power supply and Amplifiers II	Students should be able to: 1. define amplifier. 2. identify amplifier and different types of amplifier. 3. explain the uses of amplifier.	1. Definition of an amplifier 2. Identification of amplifier 3. Types of amplifier 4. Uses of amplifier.	1. Defines and amplifier. 2. Identifies different types of amplifier. 3. States the uses of an amplifier.	1. Define an amplifier. 2. List different types of amplifiers. 3. State uses of an amplifier.	1. Charts 2. Diagram.	Students to: 1. define amplifier 2. Which of the spacemen is an amplifier? 3. list 5 types of amplifier. 4. mention 3 uses of an amplifier.
9 & 10	Measuring instruments	Students should be able to: 1. Mention different types of electronics measuring instruments, e.g. multimeter. oscilloscope etc. 2. Differentiate between analogue and digital multimeter. 3. Demonstrate the uses of the instrument to test electronic components and circuits.	1. Types of electronics measuring instrument. 2. Difference between analogue and digital multimeter. 3. Uses of electronics measuring interment.	1. States different types of electronics measuring instrument 2. States the difference between analogue and digital multimeter. 3. Practicals demonstration of the use of the instrument to test electronic components and circuits.	1. List different types of electronic measuring instrument. 2. List differences between analogue and digital multimeter. 3. Practical demonstration of the use of the instrument to test electronic component and circuits.	1. Measuring instrument 2. Electronic component 3. Electronic circuits.	Students to: 1. List three different types of electronics measuring instrument. 2. List three differences between analogue and digital multimeter. 3. Practical use of measuring instruments to test some electronics component and circuit.
11	REVISION						
12	EXAMINATION						

G.S.M. MAINTENANCE AND REPAIRS
SS I
THIRD TERM

THEME: INTRODUCTION TO COMPUTER AND INTERNET

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to computer	Students should be able to: 1. define computer. 2. list the types of computer and explain what each is used for.	1. Definition of computer 2. Types of computer e.g. Analogue, digital and hybrid.	1. Guides students to define a computer. 2. Lists and explains the types of computer.	1. Define a computer 2. List the three types of computer.	1. Charts 2. Computer system.	Students to: 1. define a computer. 2. list the three types of computer.
2	Introduction of computer	Students should be able to: 1. list the components of a computer system. 2. explain the components with examples.	1. Components of a computer system: -hardware -software -people ware components.	Guides students to list and describe the components of a compute and give examples of each component.	1. List and describe the components of the computer with examples.	1. Charts 2. Computer system.	Students to: 1. list the three components of the computer. 2. explain the components with examples.
3	Introduction to internet	Students should be able to: 1. define -internet -www (World Wide Web) -E-mail -E-mail address -Website. 2. identify -Internet Browser -E-mail address -Website address 3. open an e-mail address. 4. write a mail and send.	1. Definition of -Internet -www (World Wide Web) -E-mail -E-mail address -Website. 2. Identification of -Internet Browser -E-mail address -Website address 3. Create e-mail account practically.	1. Guides students to define the internet, email address, website, and web browser. 2. Creates an email address write a mail and sent it practically on the system.	1. Take part in class discussion. 2. Watch teacher's demonstration and practice writing email and sending it. Write notes into their books.	Internet computer lab or cyber café mobile phones.	Students to: 1. define the internet. 2. list three of the following -browsers -E-mail address -Website address 3. open your email address.

G.S.M. MAINTENANCE AND REPAIRS
SS I
THIRD TERM

THEME: INTRODUCTION TO COMPUTER AND INTERNET

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Introduction to internet	Students should be able to: 1. list the benefits of internet. 2. list the abuses of internet. 3. identify internet search engine. 4. state specific uses of search engine. 5. browser brand websites. 6. describe how to down load software, ringtones, video/audio files etc.	1. Benefits of the internet. 2. Abuses of internet 3. Examples of search engine e.g. google.com 4. Uses of search engines 5. Browsing brand websites 6. Downloading GSM repair software, ringtone, video/audio file etc.	1. Guides students to list the benefit and abuses of internets. 2. Gives examples of search engine 3. Lists the uses of search engines 4. Demonstrates browsing the web with a search engine. 5. Demonstrates practically downloading of files.	1. Participate in the practical aspect of the topic. 2. Listen and watch teacher practicalize the topic.	1. Internet 2. Computer lab 3. Cyber café 4. Mobile phone.	Students to: 1. list the benefit and abuses of internet. 2. identify internet search engine. 3. state specific uses of search engine. 4. describe how to down load software, ringtone, video/audio files.
5	Practical (internet)	Students should be able to: 1. open an e-mail address. 2. download software ringtones, video/audio files.	Use computer system to: -open an email address -download software, ringtones, and video/audio files.	Guides students on how to use the phone/computer to download software, ringtones, and video/audio files.	Participate in class by doing what the teacher is doing practically.	1. Computer system 2. Phone set.	Students to: 1. open and email address. 2. download software, ringtones, video/audio files.
6	Practical use of phone/computer to write mail and send	Students should be able to: 1. open create mail menu. 2. write a mail. 3. send a mail.	Writing of mail sending of mail using phone/computer.	Guides students to: - open create mail menu. -write a mail. -send a mail.	Listen, observe what the teacher is doing participate practically.	Phone/computers.	Students to: 1. go to create menu. 2.write a mail. 3. send a mail.

G.S.M. MAINTENANCE AND REPAIRS
SS I
THIRD TERM

THEME: INTRODUCTION TO COMPUTER AND INTERNET

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	National and international carries	Students should be able to: 1. state the full meaning of GSM 2. define GSM carrier 3. differentiate between national and international carriers.	1. Meaning of GSM 2. Definition of GSM carriers. 3. Difference between national and international carriers.	1. Guides students to; -gives the full meaning of GSM 2. Defines GSM carriers. 3. Differentiates between national and international carriers.	1. Participates in class discussion. 2. Listen to teacher's definition and explanations and ask questions.	1. Charts.	Students to: 1. write the full meaning of GSM. 2. define GSM carriers. 3. state 3 differences between national and international carriers.
8	National and international carriers.	Students should be able to: 1. recall all the lessons of week 7. 2. list national carriers. 3. list international carriers.	1. Brief revision of week 7. 2. Types of national carriers. 3. Types of international carriers	Guides students to 1. Recalls week 7 points through questions and answer (or oral drill). 2. Lists types of national and international carriers.	Listen and responds to questions	Chart	Students to: 1. list national carriers. 2. list international carriers.
9	GSM phone service provider	Students should be able to: 1. define GSM phone service providers. 2. list major services providers in Nigeria and their websites.	1. Definition of GSM phone service provider 2. List of major service provider in Nigeria and their websites.	1. Defines GSM phone services providers. 2. Lists major services provider in Nigeria and their websites.	Listens to teacher's definition and explanations participate in class discussion	Chart	Students to: 1. define GSM phones service providers. 2. list major service providers in Nigeria and their websites.
10	Excursion	Students should be able to: 1. see how GSM service provider operate. 2. internet excursion of GSM service providers.	Operations of GSM service providers.	Leads students to MTN, GLO etc. offices.	1. Watch and listen to workers explain their operation. 2. Take note as the workers explain.	Internet	Students to: 1. list types of equipment they saw. 2. state the functions of each equipments visited.
11	REVISION						
12	EXAMINATION						

ANIMAL HUSBANDRY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning and importance of animal husbandry	Students should be able to: 1. define Animal Husbandry 2. state the importance of Animal Husbandry to individual, community and nation	1. Define an areas of Animal Husbandry 2. Importance of Animal Husbandry to individual community and nation	Guides the discussion	Participate in the discussion on meaning and importance of animal husbandry	i. Illustrative chart ii. Animal products like leather shoe, belt, bags etch	Students to: 1. define Animal husbandry 2. state five importance of Animal Husbandry
2	Classification of farm animals I	Students should be able to: 1. identify the various classes of farm animals 2. list the farm animals according the their various classes	Classification based on Nutrition 1. Ruminants (polygastries) 2. Small ruminants e.g sheep and goats, non-ruminants (monogastries) a. Poultry (Avian) b. Pigs (swine) c. Rabbits	1. Displays live farm animals 2. Displays charts and picture showing farm animals	1. Observe and interact with the displayed live farm animals 2. Identify the various classes of farm animal in the charts or picture	1. Live farm animals units 2. Charts and pictures	Students to: 1. Identify the main classes of farm animal 2. List at least two farm animals in each of the classes
3.	Classification of farm animal II	Students should be able to: 1. list the farm animals according to their classes i.e non-ruminants	Classification based on nutrition, non-ruminants with. a. Horse or donkeys b. Snails c. Bees d. Brass cutters etc.	1. Displays live farm animals like snails. 2. Displays charts and pictures showing grass cutters	1. Observe and interacts with the displayed farm animals 2. Identify the animals and the charts	1. Live snail 2. Charts and pictures	Students to: 1. list the remaining animals that belong to non-ruminants or monogastrics
4.	Classification of farm Animal III	Students should be able to: a. distinguish between ruminants and non-ruminants animals b. distinguish between macro and micro farm animals	1. Distinguish between ruminants and non-ruminants ii. Distinguish between macro and micro farm animals	Displays chart of the digestive systems of ruminant and non-ruminants	Observe the differences in the displayed chart of the ruminants and non-ruminants	Charts of the digestive system of these animals	Students to: 1. list four differences between ruminants and non-ruminants animals 2. mention and discuss the difference between macro and micro farm animals

ANIMAL HUSBANDRY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Classification of farm animal IV	Students should be able to: outline and discuss the economic importance of far animals.	Economic importance of farm animals: - draught - hide/skin - farm yard manure - employment opportunities - source of foreign exchange - sources of income - sports or games	1. Takes students to excursion o established animals farm. 2. Supervises students home project.	1. Participates in the excursion to animal farms. 2. Keep farm animals as home project.	1. Any animal farm within the locality 2. Charts and pictures.	Students to: 1. enumerate five economic importance of far animals. 2. discuss or explain any two of the economic importance enumerated above.
6	Parts, organs and functions of farm animals I	Students should be able to: identify and explain the various parts and organs of farm animals	1. Parts and organs of farm animals. exposing the students to various system of farm animals a. digestive system b. Respiratory system 2. Functions of parts and organs of farm animals a. Creates down food into metabolic nutrient b. Provide oxygen fro metabolic processes	Provides and present parts and organs of farm animals.	Observe parts and organs of farm animals.	Charts and pictures showing parts and organs of farm animals.	Students to: 1. identify and explain the various parts and organs such as digestive system and respiratory system. 2. list the functions of digestive and respiratory system.
7.	Parts, organs and function of farm animals II	Students should be able to: 1. identify and explain - nervous system - circulatory system 2. functions of parts and organs such as. - nervous system - circulatory system	a. Nervous system b. Circulatory system 2. Functions of nervous system and circulatory system i.e a. Enhance stimulus b. Provide blood to all parts of the body.	Provides and explains the nervous system, and the circulatory system.	Participate in the explanation. Observe the nervous system and the circulatory system such as the heart and blood.	Chart and picture showing the heart and blood cells	Students to: explain the following: 1. nervous system 2. circulatory system 3. state the Functions of blood in farm animal

ANIMAL HUSBANDRY
SS I
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Parts organs and functions of farm animals III	Students should be able to: 1. identify the systems and their functions. a. Skeletal system b. Reproductive system(male and female reproductive system) etc.	a. Skeletal system b. Reproductive system (male and female reproductive system. The functions of these systems i. Supports the animal structure ii. helps in the production of offspring	Guides the discussion on the function of these systems	i. Participate in the discussion ii. Observe the organs and the system and their parts	Charts showing the skeleton, female and male reproductive system	Students to: 1. with the label diagrams, explain the following a. Male reproductive system b. Female reproductive system
9.	Parts, organs and functions of farm animals IV	Students should be able to: 1. dissect farm animals	Pars and organs of farm animals. Exposing the student to various system of farm animals - Digestive system - Respiratory system - Nervous system - Reproductive system (male and female system) etc.	Supervises the dissecting of farm animal to show the various parts and organs	Draw and name the various parts and organs of farm animals	1. Live farm animals in the school 2. Dissecting kits	Students to: 1. draw and label any of the following parts or system i. Digestive system ii. Reproductive system etc.
10	Livestock reproduction I	Students should be able to: explain the following terms as being used in livestock reproduction i. Ovulation ii. Vestures cycle iii. Heat period and signs of heat iv. Mating v. Gestation vi. Lactation vii. Colostrumant viii. Flushing etc.	Definition of terms in livestock reproduction - Ovulation - Oestrums cycle - Heat period and signs of heat - Mating - Gestation - Parturition - Lactation etc.	Displays the male and female reproduction organs in farm animals	Students observe the parts of the reproductive organs displayed in farm animals	i. Charts and pictures ii. Films showing farm animals	Student to: 1. define the various farms in livestock reproduction
11	REVISION						
12	EXAMINATION						

ANIMAL HUSBANDRY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Livestock reproduction II	Students should be able to: state reproductive process in livestock mammals)	Reproduction process in livestock mammals	Guides students through the reproductive process in mammals	Students to keep record of the heat period, gestation and parturition as home projects	Live far animals units Films showing farm animals	Students to: state the reproductive processes in livestock mammal such as heat period, mating signs of heat etc.
2.	Livestock reproduction III	Students should be able to: explain process of egg formation poultry	Reproduction process in poultry i.e egg formation	Guides the students through the reproductive process of poultry	Students to handle mating and collection of eggs.	Live farm animals (poultry) and any poultry farm within the locality	Students to: mention and explain the process of egg formation in poultry
3.	Livestock reproduction IV	Students should be able to: outline the various reproductive hormones and their function	Reproductive hormones and their functions	Discussed the functions of the various reproductive hormones	Participate in the discussion	Live farm animal	Students to: mention the functions of the following hormones in farm animals a. Testosterone b. Oestrogen c. Progesterone d. Oxytocin e. Relaxin
4.	Livestock reproduction V	Students should be able to: manage pregnant farm animals	Management practices of pregnant farm animals	Carries out management practices of pregnant animals with the students	Students to participate in the management of pregnant animals	Live farm animals units	Students to: manage pregnant farm animals effectively etc.
5.	Livestock management system I	Students should be able to: explain the concepts of livestock management system	Livestock management system - Intrusive management system	Uses charts and pictures to illustrate the various management system s	Observe and interact with displayed charts and picture on the systems	Charts and pictures of various husbandry systems in farm animals	Students to: define concept of management systems of farm animals
6.	Livestock management system II	Students should be able to: outline the system of livestock management (intensive management	Intensive management system	Raises farm animals in the school using intensive management	Participate in the management of farm animals using intensive management	Livestock farms that under intensive management with the locality	Students to: mention the advantages of and disadvantages of inter live management

**ANIMAL HUSBANDRY
SS I
SECOND TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Livestock management systems III	Students should be able to: explain semi-intensive management system	Semi-intensive management (merits and demerits of semi-intensive)	Raises farm animals using semi-intensive system	Participate in the management of farm animals using semi-intensive system	Farm steeds using semi-intensive system of management	Students to: mention the advantage and disadvantages of semi-intensive system
8.	Livestock management systems IV	Students should be able to: explain extensive management system	Extensive management system (merits and demerits)	Organizes excursion to established farms guide in the discussion of the system	Observe and interact with displayed charts and pictures on the system practice rearing of farm animals as home projects using extensive system of management	Established farm visit charts and pictures of the extensive system of management	Students to: mention the advantages and disadvantages of extensive system
9	Livestock management systems V	Students should be able to: raise farm animals using any of the management system	- Intensive management - Semi-intensive - Extensive system	Raises farm animals in school using any of the management system	Participate in the management of farm animals using the various systems	School livestock farm charts and pictures	Student to: 1. raise farm animals using any of management system. 2. list the livestock management systems and identify their characteristics features.
10	Management practice in livestock (ruminant) I	Students should be able to: 1. identify and list the various management practices in ruminants 2. outline and discuss the importance of each of the practices 3. practice how to manage cattle, sheep or goat.	Management practices a. Housing b. Feeding c. Sanitation d. Lustration e. Dehorning f. Tattooing g. Ear notching h. Vaccination or inoculation i. Culling etc.	1. Raises goats or sheep in school and involves students tin the management 2. Demonstrates some management practices in the farm or class	1. Observe and obey the teacher instruction in farm management practice 2. Participate in the teacher demonstration 3. Practice at home the various management practices taught them	Model animal farm for practice and demonstration	Students to: 1. identify and list the various management practices in ruminant farm animals 2. outline and discuss the importance of each of the practical above 3. demonstrate management practices of farm animals
11	REVISION						
12	EXAMINATION						

ANIMAL HUSBANDRY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Management practices in non-ruminants (pigs) I	Students should be able to: 1. identify breeds of pigs 2. identify and list the various management practices in pigs	1. Breeds of pigs - Local and exotic breeds 2. management practices a. Housing b. Feeding c. Sanitation d. Castration e. Deneorming f. Breeding g. Ear notching h. Vaccination or inoculation i. Culling etc.	1. Raises farm animal in school and involves students in the management 2. Demonstrates some management practices in the farm or class	1. Observe and obey the features instruction in farm management practices 2. Participate in the teachers demonstration	Model animals farm for practice and demonstration	Students to: 1. mention form exotic breeds of pigs 2. identify and list the various s management practices in pigs.
2.	Management practice in non-ruminant (pigs) II	Students should be able to: 1. outline and discuss the importance of each of the practices 2. practice how to manage their own pigs	Practicalize some of the management practices such as: a. Housing b. Feeding c. Sanitation d. Castration etc	1. Demonstrates the practices in the school farm 2. Uses concept map and charts	1. Participate in the demonstration in the school farm 2. Observe the charts and concept map	School piggery and concept map and chars	Student to: 1. outline and discuss the importance of each of the practices above 2. demonstrate management practices of pigs.
3.	Management practices in non-ruminant s (poultry) I	Students should be able to: 1. identify and list the breeds and branches of poultry 2. identify and list the various management practices in poultry keeping	Breeds of poultry a. Heavy and dual purpose breeds b. Light breeds c. Other breeds branches of poultry d. Egg. Production e. hatching f. Broiler production management etc. g. Housing h. Feeding i. Sanitation etc.	Raises any poultry in the school and involves students in management organizes excursion to any livestock farm within the locality.	Participate in carrying out those management excursion to any livestock farm within the locality.	The school poultry farm livestock farm within the locality	Students to: 1. state three breeds and two branches of poultry in Nigeria. 2. identify and list the management practices in poultry management.

ANIMAL HUSBANDRY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Management practices in non-ruminants (poultry) II	Students should be able to: 1. outline and discuss the importance of each of the practices 2. practice how to manage their own poultry	1. Discussing the management practices and their importance a. Housing b. Feeding c. Sanitation d. Vaccination Type of poultry. Broilers, layers etc. Practice these management	Demonstration of some management practices in the farm visit to any poultry farm within locality. Use of concept map and charts to explain thee management practices	1. Observe the demonstration by the teacher. 2. Participate in the excursion/visit to the poultry within the locality. Interact with concept maps and charts	The school farm, livestock farm within the locality, concept map and charts	Students to: 1. outline and discuss four management practice in poultry keeping 2. list and explain management practices that are carried out in raising broiler birds from day old to about 8 weeks old or market size.
5.	Management practices in non-ruminant (rabbit) I	Students should be able to: 1. list and describe the different breeds and typed of rabbit 2. identify and list the various management practices in rabbit	Breeds of rabbit i. Local ii. Exotic iii. Crosses Types or branches i. Fancy ii. Fur iii. Meat management practices a. Housing b. Feeding c. Sanitation d. Castration e. Vaccination/inoculation etc.	Raises any breed in the school farm and involve the students in the management. Using concept may and charts to illustrate the management practices	Observe and obey the instruction in the management practice. Participate in the demonstration and interact with the concept Map and charts	Rabbit farm, concept map and charts	Students to: 1. list two breeds rabbit teat could be used for fur production 2. identify and list the various management practices in rabbit production.

ANIMAL HUSBANDRY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Management practices in non ruminants (rabbit) II	Students should be able to: 1. outline and discuss the importance of the various s management practices 2. practice how to manage their own rabbit	Demonstrate some of the management practices i. Feeding ii. Housing iii. Sanitation iv. Vaccination etc. Discuss their importance in rabbit keeping	Demonstration of the management practices in the school rabbit farm	Participate in the demonstration on carrying out these management practices at home with their home project visit any rabbit farm within the locality.	The school rabbit farm. Home project by the student excursion, visit to rabbit farm in the locality	Students to: 1. outline for management practices and their importance in rabbit keeping 2. describe how rabbit could be raised from day old to slaughter
7.	Management practices in non-ruminants (grasshopper)	Students should be able to: 1. list the breeds and importance of grasshopper production 2. identify and list the various management practices in grasshopper production	1. Breeds and importance 2. Management practices a. Housing b. Feeding c. Limitation d. Castration e. Deowning f. Vaccination/ inoculation etc.	Raise grasshopper in school and involve students in the management	Observe and obey the teachers instruction in farm management practices	Model animal farm for practice and demonstration	Students to: 1. list two breeds of grasshopper that could be kept by a farmer 2. mention four importance of grasshopper production 3. identify the and list three management practices in grasshopper production
8.	Management practices in non-ruminant (grasshopper) II	Students should be able to: 1. outline and discuss the importance of each the practices 2. practice how to manage their own grasshopper	Discuss the management practices and their importance a. Housing b. Feeding c. Limitation etc and their importance	Demonstrates some management practices in the farm organizes excursion for students	Participate in the teacher demonstration practice at home the various management practices taught them	Model grasshopper farm for practice and demonstrating grasshopper farm within their locality	Students to: 1. outline and discuss the importance of each of the practices above 2. demonstrate management practices of grasshopper.

**ANIMAL HUSBANDRY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Apiculture of bee-keeping I	Students should be able to: 1. state the meaning of apiculture 2. list different types of bees 3. state importance of bee keeping	1. Meaning of apiculture of bee-keeping 2. types of bees a. Indigenous bees b. exotic bees 3. Importance of bee keeping - Job/wealth creation - Bees and bee products are medicinal etc.	1. Displays charts or picture of bee in the class. 2. Organizes visit to bee farms.	Participate in all activities	1. Charts and pictures of bees	Students to: 1. state the meaning of apiculture 2. list different types of bees 3. state importance of bee-keeping
10	Apiculture or bee keeping II	Students should be able to: 1. state various methods of bee-keeping their equipment 2. state precautionary measures in bee keeping 3. prepare equipment for bee keeping and produce quality honey	1. Methods of bee keeping - Traditional method - Modern bee keeping 2. Bee-keeping equipment i.e Bee-hives Hive tools like suits, smokers, jungle boots brushing etc. 3. Precautionary measures in bee-keeping - Locate apiaries far from human dwelling - Put warning symbols near your apiary etc.	1. Displays bee equipment. 2. Keep bees within the school.	Interact with the bee equipment displayed by the teacher.	Bee keeping equipment concept map on apicultural production.	Students to: 1. state various methods of bee keeping 2. state four precautionary means in bee keeping 3. prepare or assemble equipment and carry out bee keeping for quality home production 4. prepare records of bee keeping activities
11	REVISION						
12	EXAMINATION						

FISHERY
SS I
FIRST TERM

SUB-THEME: BASIC CONCEPT IN FISHERY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to fisheries	Students should be able to: state the meaning of fish farming.	Meaning of fish farming.	defines fish farming.	listen to the definition.	Charts and Pictures etc.	Students to: defines fish farming.
2	Introduction to fisheries	Students should be able to: define fisheries.	Definition of fisheries.	Defines and explains fisheries.	Listen and ask questions.	Charts and Pictures etc.	Students to: define the term fisheries.
3	Introduction to fisheries	Students should be able to: state the differences between fish farming and fisheries.	Differences between fish farming and fisheries.	States the differences between fish farming and fisheries.	Listen and participate in the discussion	Charts and Pictures etc.	Students to: state the differences between fish farming and fisheries.
4	Basic concepts in fishery	Students should be able to: define the basic concept in fishery.	1. Basic concept in fishery: fish, school, fingerlings fries etc.	explains the basic concepts.	Students listen and ask question.	1. Pictures 2. Charts 3. Tables etc.	Students to: define the basic concept in fishery.
5	Basic concepts in fishery	Students should be able to: define the basic concepts in fishery.	Basic concept in fishery: fish monger ,cropping, plankton, fish meal, fish manure etc.	explains the basic concepts.	Students listen and take part in the discussion.	1. Pictures 2. Charts 3. Tables etc.	Students to: define the basic concepts in fishery.
6	Structure of fish	Students should be able to: draw a standard fish name the parts of fish	Structure of fish: name the parts: head, body ,tail, fin, gill, eye, nose, lateral line etc.	Names of the parts of the fish.	Listen and join in the discussion.	1. Pictures 2. Fish etc.	Students to: name the parts of the fish.
7	Structure of fish	Students should be able to: state the functions of the various parts of fish.	State the functions of the parts of fish.	Names and states the function of parts of fish.	Listen and join in the discussion.	1. Pictures 2. Fish etc.	Students to: state the function of the parts of fish.

**FISHERY
SS I
FIRST TERM**

SUB-THEME: BASIC CONCEPT IN FISHERY

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Fish classification	Students should be able to 1. Classify fish into habitat fresh water fish 2. Name the fish in this category.	Fish classification according to habitat fresh water fish e.g. claries tilapia perch Heterobonchus etc.	Classifies the fish according to habitat: fresh water fish.	Take part in the discussion and ask questions.	1.Charts 2.Pictures 3.Fish etc.	Students to: give examples of fresh water fish.
9	Fish classification	Students should be able to: classify fish into habitat and salt water fish.	Fish classification: according to habitat 1.Salt water fish 2.Name the fish in this category electric, shark etc	Classifies the fish according to morphology bony fish.	1.Take part in the discussion 2.Ask question	1.Chart 2.Picture 3.Fish etc.	Students to: give examples of salt water fish
10	Fish classification	Students should be able to: 1. classify fish according to morphology: bony fish 2. give examples of bony fish.	Classify fish according morphology: bony fish, tilapia perch, claria, etc.	Classifies fish according to morphology: bony fish	1.Take part in the discussion 2.Ask question	1.Charts 2.Picture 3.Fish etc.	Students to: name bony fish.
11	REVISION						
12	EXAMINATION						

FISHERY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Fish classification	Students should be able to: classify fish according to morphology cartilaginous fish, cod shark.	Classification of fish according to morphology: cod, shark etc.	Classifies the fish according morphology cartilaginous fish.	Take part in the discussion and ask question.	1.Charts 2.Pictures 3. Fish etc.	Students to: give example of cartilaginous.
2	Importance of fish	Students should be able to: 1. state the importance of fish: food, medicines, research/learning.	Importance of fish: food, protein, fat, medicinal purpose e.g. cod liver oil.	Lists and explains some of the importance of fish fat	Take part in the discussion	1.Fish 2.Cod liver oil 3.Charts 4.Pictures etc.	Students to: state the importance of fish.
3	Importance of fish	Students should be able to: state the importance of fish: employment, raw material for industries (leather), income.	Importance of fish 1.Employment 2.Raw materials e.g. leather from shark, electric 3. Income	Lists and explains some of the importance of fish	Take part in the discussion	1.Fish 2.Leaner 3. Charts 4. Pictures etc.	Students to: state the importance of fish.
4	Processes of fish production	Students should be able to: state the importance of fish: foreign exchange, recycling of wastes.	Importance of fish 1. Provision of foreign exchange. 2. Recycling wastes.	Lists and explains some of the importance of fish	Take part in the discussion	1.Picture 2.Charts 3.Fish etc.	Students to: state the important of fish.
5	Capture fishery	Students should be able to: state the meaning of capture fish.	Meaning and definition of capture fish.	Defines and explains what capture fish is.	Listen to the explanation.	1. Fish 2. Pictures 3. Charts etc.	Students to: state the important of capture fish

FISHERY
SS I
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Capture fishery	Students should be able to: state the different methods in capture fishery.	State methods of capture fishery: hook and line, traps, cast netting, set melting, trawling.	Explains with examples methods of capturing fish and demonstrate capturing method.	Participate in demonstration.	1. Hook and line, traps basket nets, pictures of trawlers etc.	Students to: states the methods of capturing fish.
7	Capture fishery	Students should be able to: Mention the materials required for captured fishery.	Materials required for captured fishing: nets hooks, and lines, eagles knives traps and baskets.	Takes students to nearby fishing spots to observe the various fishing methods.	Write a report on the visit to the fishing spots.	1. Pictures 2. Charts 3. Nets, traps, hook and line etc.	Students to: identify the different types of fishing materials.
8	Culture fishery	Students should be able to: define culture and fishery and mention culturing facilities.	Meaning of culture fishery and culturing facilities: ponds tanks etc.	1. Discussions culture fishery. 2. Visits a standard fish farm.	Participate in the discussion write a report on the visit to the fish farm.	Chars and pictures of cultivable fish etc.	Students to: 1. define culture fishery. 2. mentioned at least three culturing facilities.
9	Culture fishery	Students should be able to: identify common qualities of cultivable fish species.	Qualities of cultivable fish species 1. Hardly larva. 2. Acceptability of artificial feed. 3. Tolerances to poor water. 4. Ability o reproduces naturally or artificially on captivity.	Displays various fish species	Participate in the discussion.	1. Cultivable fish species. 2. Charts and pictures etc.	Students to: mention four qualities of cultivable fish species.
10	Culture fishery	Students should be able to: state the characteristic of common cultivable fish species.	Characteristic of cultivable fish species 1. Presences or absences of scales 2. Shapes of tail, mouth fins, body etc.	Displays fish species with different body form.	Participate and make their own observations.	Deferred fish species 2. Charts 3. Picture etc.	Students to: mention four characteristic of culture able fish species.
11	REVISION						
12	EXAMINATION						

FISHERY
SS I
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Culture fishery	Students should be able to: mention culturing facilities.	Culturing facilities: -ponds -tanks -basins	Guides discussion.	Take part in the discussion.	1. Tanks 2. Basics 3. Pictures 4. Charts etc.	Students to: mention four culturing facilities.
2	Culture fishery	Students should be able to: state the importance of culturing fish.	Importance of culturing fish: -available at all seasons -large production -employment etc.	Guides discussion.	Take part in the discussion.	Pictures Charts etc.	Students to: mention four importance of culturing fish.
3	Culture fishery	Students should be able to: state the differences between captured and culture fishery.	Differences between capture and culture fishery.	Guides discussion.	Take part in the discussion.	1.Tables 2. Charts 3. Pictures etc.	Students to: mention the differences between captured and culture fishery.
4	Culture fishery	Students should be able to: list the problems in culturing fish.	Problems of culturing fish: -technical know how -time -commitment etc.	Guides discussion.	Take active part in the discussion.	1.Tables 2. Charts 3. Pictures etc.	Students to: list the problem in culturing fish.
5	Environmental factors affecting fish production	Students should be able to: state the climatic factors affecting fish production.	Climatic factors affecting fish production: -temperature -rainfall -sunshine -cloud cover.	Lists the factors and leads discussion.	Take part in the discussion.	1.Pictures 2.Charts etc.	Students to: list the climatic factors affecting fish production.
6	Environmental factors	Students should be able to: state the biotic factors affecting fish production.	Biotic factors affecting fish production: -diseases -predators etc.	Lists and guides the discussion.	Take active parts in the discussion.	1.Pictures 2.Charts etc.	Students to: state and discussion two biotic factors affecting fish production.

**FISHERY
SS I
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7	Environmental factors affecting fish production	Students should be able to: list other environmental factors affecting fish production.	Other environmental factors affecting fish production: -Ph -soil -pollution	List the factors and guide the discussion.	Take part in the discussion.	1.Pictures 2.Charts etc.	Students to: list other factors affecting fish production.
8	Fishery regulations	Students should be able to: list the factors to be considered in siting a fish pond.	Factors to be considered in siting a fish pond: -availability of waters -availability of fast growing fingerlings -availability of artificial feed -topography -market	Guides the discussion.	Take active part in the discussion.	1.Pictures 2.Charts etc.	Students to: list the factors to be considered in sitting a fish pond.
9	Fishery regulations	Students should be able to: list fishery regulations in Nigeria.	Fishery production: -catch quota -mesh size regulations -lending tax etc.	Leads the discussion.	Take part in the discussion.	1.Pictures 2.Charts etc.	Students to: list fishery regulations in Nigeria.
10	Fishery regulations (Contd.)	Students should be able to: list fishery regulations in Nigeria.	Fishery regulations prohibition of fishing. -in breeding areas -the use of poison -with trawlers and motorized cause etc.	Leads the discussion.	Take part in the discussion.	1.Pictures 2.Charts etc.	Students to: list fishery regulations in Nigeria.
11	REVISION						
12	EXAMINATIONS						

**MARKETING
SS I
FIRST TERM**

SUB-THEME 1: MEANING AND CONCEPT OF MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Introduction to Marketing I	Students should be able to: (1) define marketing. (2) explain various terms in marketing.	(1) Meaning of marketing (2) Marketing terms: -needs -wants -demands -products -exchange -transaction -market -marketing management.	(1) Guides students to explain the meaning of marketing. (2) Explains various marketing terms.	Listen attentively.	(1) Textbooks (2) Magazines	Students to: (1) state the meaning of marketing. (2) identify four marketing terms.
2	Introduction to Marketing II	Students should be able to: discuss the main functions of marketing.	(1) Functions of marketing system: -maximize consumption -maximize consumer satisfaction -maximize choice -maximize life quality. -maximize profit.	Discussions the functions of marketing.	(1) Listen attentively (2) Participate in discussion.	(1) Textbooks (2) Magazines (3) Chart (4) Pictures	Students to: State the main functions of marketing.
3	Introduction to Marketing III	Students should be able to: give brief history of marketing in Nigeria.	History of marketing in Nigeria: -colonial age.	Explains the history of marketing in Nigeria.	Listen attentively.	(1) Textbooks (2) Magazines	Students to: give a brief history of marketing.
4	Introduction to Marketing IV	Students should be able to: give brief history of marketing in Nigeria.	History of marketing in Nigeria: -colonial era 1890-1960 -post independence age 1960 to date.	Gives the history of marketing in Nigeria.	Listen attentively	(1) Textbooks (2) Magazines	Students to: give a brief history of marketing.

**MARKETING
SS I
FIRST TERM**

SUB-THEME 1: MEANING AND CONCEPT OF MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Marketing concepts I	Students should be able to: distinguish between production concept and selling concept.	(1) Marketing concepts. (2) Concepts under which organization conduct marketing activities: -the production concept. -the product concept -the selling concept.	(1) Discusses the various marketing concepts. (2) Guides students to distinguish between production concept and selling concepts.	(1) Participate in discussion. (2) Listen to explanation. (3) Ask questions (4) Copy chalkboard summary.	(1) Textbooks (2) Magazines (3) Chart (4) Pictures	Students to: state two differences between production and selling concept.
6	Marketing concepts II	Students should be able to: explain the following marketing concept.	Marketing concept: -the societal marketing concept -the consumer orientation marketing concept.	Explains the various marketing concepts.	(1) Listen to explanation. (2) Ask questions (3) Copy chalkboard summary.	(1) Textbooks (2) Magazines (3) Chart	Students to: explain the various marketing concepts.
7	Marketing concepts III	Students should be able to: (1) explain the following marketing concepts. (2) integrated organizational efforts.	(1) Integrated organizational efforts (2) Profit orientation	Explain the marketing concepts.	(1) Listen to explanation. (2) Ask questions. (3) Copy chalkboard summary.	(1) Textbooks (2) Magazines (3) Chart	Students to: explain the various concepts under which organizations conduct marketing activities.

**MARKETING
SS I
FIRST TERM**

SUB-THEME 1: MEANING AND CONCEPT OF MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Classification of products I	Students should be able to: (1) define products (2) state the difference between industrial goods and consumer goods.	(1) Meaning of product. (2) Classification of products: -industrial goods -consumer goods.	(1) Discusses products. (2) Leads discussion on product classification.	(1) Listen attentively (2) Participate in discussion.	(1) Consumer goods. (2) Textbooks (3) Pictures (4) Radio advert. (5) Video clips (6) Tapes (7) Market/shops.	Students to: (1) define product (2) differentiate between industrial goods and consumer goods.
9	Classification of products II	Students should be able to: (1) define goods and services. (2) distinguish between goods and services.	(1) Meaning of goods and services (2) Goods and services.	(1) Discusses goods and services. (2) Guide students to distinguish between goods and services.	(1) Listen attentively (2) Participate in discussion.	(1) Textbooks (2) Pictures (3) Radio advert (4) Market shops.	Students to: (1) define goods and services. (2) give two differences between goods and services.
10	Marketing Mix I	Students should be able to: (1) explain marketing mix. (2) identify the four PS of marketing .	(1) Marketing mix (2) Four PS of marketing: -product -price -place -promotion	(1) Explains marketing mix. (2) Guides students to identify the four PS of marketing.	(1) Listen attentively. (2) Identify the four PS of marketing.	(1) Consumer goods (2) Books (3) Pictures (4) Charts (5) Radio advert (6) Tapes (7) Video clips. (8) Market/shops.	Students to: (1) explain marketing mix. (2) explain the four PS of marketing.
11	REVISION						
12	EXAMINATIONS						

**MARKETING
SS I
SECOND TERM**

SUB-THEME 1: MEANING AND CONCEPT OF MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Marketing Mix II	Students should be able to: (1) explain market environment. (2) differentiate between the factors that affect market environment.	(1) Market environment. (2) Factors affecting market environment: -political -cultural -religious -economic -technological -social	(1) Discusses market environment. (2) Guides students to differentiate between factors affecting market environment. (3) Takes students to visit a market.	(1) Listen attentively (2) Participate in discussion. (3) Visit a market.	(1) Books (2) Pictures (3) Video clips (4) Market/shops	Student to: (1) explain market environment. (2) differentiate between the factors that affect market environment.
2	What markets do	Students should be able to: explain the operations of organizations and individuals using organizational chart.	Action before marketing: -mobilization of work force -utilization of feed back -production of quality goods and services. -managing distribution network. -advertisement and promotion.	Illustrates organizational activities with the aid of a chart.	(1) Observe teachers illustrations (2) Participate in discussion (3) Draw organizational chart.	(1) School organizational chart (2) Diagrams (3) Pictures.	Students to: draw organizational chart to illustrate individual and organizational activities before marketing.
3	Types of markets I	Students should be able to: (1) state the meaning of market. (2) define consumer market.	(1) Meaning of market (2) Types of market -consumer markets.	(1) Explains market. (2) Explains consumer market.	(1) Listen to explanation (2) Visit consumer market.	(1) Pictures (2) Video clips (3) Magazines (4) Market place	Students to: (1) define market (2) define consumer market.
4	Types of markets II	Students should be able to: (1) define organizational market. (2) distinguish between consumer market and organizational market.	(1) Meaning of organizational market. (2) Types or organizational markets: -industrial market -reseller market -government market.	(1) Explains organizational market. (2) Guides students to differentiate between consumer market and organizational market. (3) Takes students to visit organizational market.	(1) Listen to explanation (2) Participate in discussion (3) Visit organizational market.	(1) Pictures (2) Video clips (3) Magazines (4) Market place	Students to: (1) define organizational market. (2) distinguish between consumer market and organizational market.

**MARKETING
SS I
SECOND TERM**

SUB-THEME 1: MEANING AND CONCEPT OF MARKETING

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Consumer Behaviour and Organizational Behaviour I	Students should be able to: (1) define consumer behaviour. (2) explain the factors that influence consumer behaviour.	(1) Consumer behaviour. (2) Factors influencing consumer behaviour: -cultural factors -social factors -personal factors -psychological factors	(1) Explains consumer behaviour. (2) Directs discussion on factors that influence consumer behaviour.	(1) Listen attentively. (2) Participate in discussion. (3) Ask questions (4) Copy notes chalkboard summary.	(1) Pictures (2) Video clips (3) Magazines	Students to: (1) define consumer behaviour. (2) explain two factors that influence consumer behaviour.
6	Consumer Behaviour and Organizational Behaviour II	Students should be able to: list stages in consumer decision process .	Consumer decision process: -problem recognition -information search -evaluation alternatives -purchase -post purchase behaviour.	Discusses the stage in consumer decision process.	(1) Listen attentively (2) Participate in discussion. (3) Ask questions (4) Copy notes chalkboard summary.	(1) Pictures (2) Video clips (3) Magazines (4) Chart (5) Catalogue	Students to: list the stages in consumer discussion process.
7	Organizational Behaviour I	Students should be able to: (1) define organization behaviour. (2) explain the influence of environmental factors on organizational behaviour.	(1) Organizational behaviour. (2) Influence of environmental factors of organizational behaviour.	(1) Explains organizational behaviour. (2) Explains the influence of environmental factor on organization behaviour.	(1) Listen attentively. (2) Participate in discussion. (3) Ask questions (4) Copy notes chalkboard summary.	(1) Pictures (2) Video clips (3) Magazines (4) Chart (5) Catalogue	Students to: list four influences of environmental factors on organizational behaviour.
8	Organizational Buying Behaviour	Students should be able to: construct a model of consumer buying behaviour.	(1) Organizational buying behaviour. (2) Factors that influence organizational buying behaviour: -environmental factors -organizational factors -interpersonal factors. -individual factors.	(1) Factors affecting. (2) Guides students to distinguish between consumer behaviour and organizational buying behaviour.	(1) Listen attentively (2) Participate in discussion. (3) Ask questions (4) Copy notes chalkboard summary.	(1) Pictures (2) Video clips (3) Magazines (4) Chart	Students to: Explain the influence in environmental factors on organizational buying behaviour. (2) construct a model of consumer buying behaviour.

**MARKETING
SS I
SECOND TERM**

SUB-THEME 1: MARKETING MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9	Marketing planning process	Students should be able to: (1) explain marketing. (2) identify key elements in marketing planning. (3) state the importance of market plan.	(1) Marketing planning process. (2) Key elements in marketing planning (3) Importance of marketing plan.	(1) Explains marketing planning process. (2) Leads discussion on market planning. (3) States the importance of market plan.	(1) Listen attentively (2) Participate in discussion. (3) Ask questions (4) Copy notes chalkboard summary.	(1) Publication (2) Telephone (3) Picture (4) Questionnaire. (5) Book (6) Internet (7) Opinion poll (8) Camera (9) Survey on TV. Screen	Students to: (1) explain marketing planning process. (2) list two key element in marketing planning.
10	Marketing Research	Students should be able to: (1) explain market research. (2) list the reasons for market research. (3) collect information for market research.	(1) Marketing research (2) Reasons for marketing research. (3) Getting information for market planning.	(1) Explains marketing research. (2) Leads discussion on market research (3) Demonstrates collection of information for planning. (4) Assigns students to collect information for market planning.	(1) Listen attentively (2) Participate in class discussion (3) Observe teachers demonstration (4) Collect information for market planning.	(1) Publication (2) Telephone (3) Picture (4) Questionnaire. (5) Book (6) Internet (7) Opinion poll (8) Camera (9) Survey on TV. Screen	Students to: (1) define market research. (2) give two reasons for market research.
11	REVISION						
12	EXAMINATIONS						

**MARKETING
SS I
THIRD TERM**

SUB-THEME 3: MARKETING MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Pricing I	Students should be able to: (1) define pricing (2) list various pricing strategies.	(1) Pricing (2) Pricing strategies: -haggling -cost-plus etc.	(1) Explains pricing (2) Guides students to discuss pricing strategies	(1) Listen to explanation (2) Participate in discussion	(1) Newspapers (columns of business punch) (2) New on price watch.	Students to: (1) define pricing (2) list various pricing strategies.
2	Pricing II	Students should be able to: explain the factors that determine pricing.	(1) Factors that determine prices: -ability to pay competition -profit maximization.	(1) Guides students to discuss factors that determine pricing. (2) Guides students to design a product and determine its price.	(1) Listen to explanation. (2) Participate in discussion. (3) Design a product and determine its price.	(1) Newspapers (columns of business punch) (2) New on price watch.	Students to: (1) give reason for difference in prices. (2) design a product and determine its price.
3	Advertising I	Students should be able to: (1) define advertising. (2) enumerate the roles of advertising. (3) selection of messages.	(1) Advertising (2) Role of advertising. (3) Selection of message.	(1) Explains advertising. (2) Directs discussion on the roles of advertising. (3) Leads discussion on selection of message.	(1) Listen attentively to explanations (2) Participate in discussion	(1) Newspaper (2) Magazines (3) Audio tapes (4) TV. and radio jingles (5) Textbooks.	Students to: (1) define advertising. (2) state four roles of advertising.
4	Advertising II	Students should be able to: (1) list advertising media. (2) state the advantages and disadvantages of each medium.	(1) Advertising media (2) Advantages and disadvantages each medium.	Guides discussion on advertising media.	(1) Listen attentively to explanations. (2) Participate in discussion.	(1) Newspapers (2) Magazines (3) Textbooks (4) Catalogues (5) TV and Radio jingles	Students to: (1) list two advertising media. (2) explain five advantages and disadvantages of advertising media.

**MARKETING
SS I
THIRD TERM**

SUB-THEME 3: MARKETING MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Advertising III	Students should be able to: produce advert for placement on the school notice board.	Advert production	(1) Displays some newspaper and magazine advert (2) Guides students to produce advert placement on the school notice board.	(1) Observe displayed adverts. (2) Produce advert for placement on the school notice board.	(1) Newspapers (2) Magazines (3) Textbooks (4) Catalogues (5) Sample of promotion items. (6) Painting of school sign post.	Students to: produce advert from placement on the school notice board.
6	Promotion	Students should be able to: (1) explain promotion. (2) distinguish between various forms of promotion.	(1) Promotion (2) Forms of promotion: -pricing- off -coupon -salesman competition -loyalty schemes -premium offers	(1) Explains promotion. (2) Leads discussion on forms of promotion.	(1) Listen attentively to explanations (2) Participate in discussion	Products e.g. exercise books, cups, singlet, brooches etc.	Students to: (1) explain promotion. (2) distinguish between pricing-off and coupon promotion.
7	Promotion	Students should be able to: (1) distinguish between the various forms of promotion. (2) state the function of promotion in marketing. (3) use word of mouth to promote the image of their school.	(1) Forms of promotion: -words of mouth -trade in allowance -sampling -merchandising incentives -training schemes (2) Functions of promotion.	(1) Leads discussion on forms of promotion. (2) Directs students to promote the image of school using word of mouth.	(1) Listen attentively to explanations. (2) Participate in discussion. (3) Promote the school using word of mouth.	Product e.g. exercise books cups etc.	Students to: (1) distinguish between the various forms of promotion. (2) mention five functions of promotion.

**MARKETING
SS I
THIRD TERM**

SUB-THEME 3: MARKETING MANAGEMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Merchandising I	Students should be able to: (1) state the meaning of merchandising. (2) list features of merchandising.	(1) Merchandising (2) Features of merchandising -Packaging -Branding -Labeling	(1) Explains merchandising (2) Demonstrates packaging branding and labeling of product. (3) Displays a package branded and labeled product.	(1) Listen attentively to explanations (2) Observe teacher's demonstration. (3) Observe and handle displayed product.	(1) Hand bills and flyers (2) Catalogue (3) Magazines. (4) Charts (5) Calendars	Students to: (1) state the meaning of merchandising. (2) list three features of merchandising.
9	Merchandising II	Students should be able to: (1) list the conditions for merchandising. (2) scrambled merchandising.	(1) Conditions for merchandising: -warehousing cost -cost resulting from reduction in inventory -transportation cost etc. (2) Scrambled merchandising.	(1) Explains conditions for merchandising. (2) Explains scrambled merchandising.	(1) Listen attentively to explanations. (2) Participate in class activities.	(1) Charts (2) Calendar (3) Hand bills (4) Magazines (5) Catalogue	Students to: (1) list three conditions for merchandising. (2) explain scrambled merchandising.
10	Merchandising III	Students should be able to: (1) explain the functions of merchandising. (2) produce a packaged brand and labeled product for merchandising.	(1) Functions of merchandising (2) Product production	(1) Explains the functions merchandising. (2) Guides students to produce a product package, brand and label it.	(1) Listen attentively to explanations (2) Produce a product package, brand and label it.	(1) Magazines (2) Handbills (3) Calendar	Students to: (1) list and explain three functions of merchandising. (2) produce package, brand and label a product for merchandising.
11	REVISION						
12	EXAMINATIONS						

SALESMANSHIP
SS I
FIRST TERM

SUB THEME: PRINCIPLES OF SALESMANSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning/ importance of salesmanship	Students should be able to: 1. define salesmanship. 2. list and explain the importance of salesmanship to Nigeria economy	1. Meaning of salesmanship. 2. Importance of salesmanship	1. Explains the meaning of salesmanship. 2. Relates the importance of salesmanship, to the Nigerian economy.	1. Participate in the discussion. 2. Copy notes from the chalk board.	Chalkboard, textbooks, magazines, journals	Students to: 1. define salesmanship. 2. list and explain the importance of salesmanship to Nigeria economy.
2	History of salesmanship	Students should be able to: 1. narrate the history of salesmanship. 2. explain its development in Nigeria	1. History of salesmanship. 2. Development of salesmanship in Nigeria.	Narrates the history of salesmanship.	1. Listen attentively and ask questions. 2. Copy note from the chalkboard	Chalkboard, Textbooks	Students to: 1. narrate the history of salesmanship in Nigeria and its development.
3.	Concept of salesmanship	Students should be able to: 1. discuss the concept of salesmanship. 2. explain the meaning and application of these concepts. 3. state the objectives of salesman to company and customer satisfaction	1. The concept of salesmanship 2. Basic terms in salesmanship i.e. selling consumer satisfaction, profit maximization. 3. Objectives of salesman.	1. Explains the concept of salesmanship. 2. The application of each concept. 3. State the objective of salesman to company, customer and himself.	1. Participate in the discussion of the topic. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks 3. Magazines 4. Journals.	Students to: 1. explain the concepts of salesmanship. 2. identify the concepts of salesmanship. 3. state the objective of salesman to company, customer satisfaction and himself.
4.	Meaning, functions and characteristic of a salesman.	Students should be able to: 1. define salesman. 2. state the functions of a salesperson. 3. explain the functions listed. 4. list and explain the characteristics of a good salesperson	1. Meaning of a salesman. 2. Functions of a salesman. 3. Characteristics of a salesman.	1. Explains the meaning of a salesman or salesperson. 2. Lists and explains the characteristics of a salesperson.	1. Participate in the discussion by asking questions. 2. Copy note from the chalkboard.	1. Chalkboard 2. Textbooks	Students to: 1. explain the meaning of a salesman. 2. state and explain the functions of a salesperson. 3. list and explain the characteristics of a salesperson.

SALESMANSHIP
SS I
FIRST TERM

SUB THEME: PRINCIPLES OF SALESMANSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5.	Qualities and duties of a salesman	Students should be able to: 1. state and explain the qualities of a good salesperson. 2. explain how a salesperson can use motivation, confidence, friendliness etc. to achieve his/her sales objectives. 3. state the duties of a salesman to the following: a. customers. b. company c. government d. its environment	1. Qualities of a salesperson. 2. Duties of a salesperson to: a. Customers b. Company. c. Government d. Public or its environment.	1. Explains the following: a. motivation b. friendliness c. confidence d. persuasiveness e. politeness 2. explains the duties of a salesman to: a. customers b. company c. government d. its environment	1. Listen attentively and ask question where necessary. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks 3. Journals	Students to: 1. list and explain the qualities of a salesman. 2. explain the duties of a salesman to: i. customers ii. company iii. government iv. its environment.
6	Salesmanship and marketing	Students should be able to: 1. explain the meaning of salesmanship and marketing. 2. list the relationship between salesmanship and marketing. 3. explain the differences between salesmanship and marketing.	1. Meaning of salesmanship and marketing. 2. Relationship between salesmanship and marketing. 3. Differences between salesmanship and marketing.	1. Explains the meaning of salesmanship and marketing. 2. Compared and contrast the relationship and differences between salesmanship and marketing	1. Pay attention to the teacher explanation and asks questions. 2. Copy notes from the chalkboard	1. Chalkboard 2. Textbook	Students to: 1. explain the meaning of salesmanship and marketing. 2. compare and contrast between salesmanship and marketing.
7.	Salesmanship and marketing	Students should be able to: 1. list specific skills needed in salesmanship. 2. explain the skills listed above. 3. explain how these skills can help in achieving the desire sales objectives.	Skills needed in salesmanship.	1. Explains the traits or skills needed in salesmanship. 2. Explains how these skills can help in achieving the desire sales objectives	1. Participate in the discussion. 2. Copy note from the chalkboard	1. Chalkboard 2. Textbooks 3. Magazines	Students to: 1. state and explain the skills needed to be a good salesman. 2. state how it can help in achieving the sales objectives

**SALESMANSHIP
SS I
FIRST TERM**

SUB THEME: PRINCIPLES OF SALESMANSHIP

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Job opportunities and salesmanship	Students should be able to: 1. explain the meaning of entrepreneurship and self reliance. 2. list the job opportunities in salesmanship. 3. identify the relevance of salesmanship as a course of study	1. Entrepreneurship 2. Self reliance 3. Job opportunities in salesmanship	1. Explains the meaning of entrepreneurship qualities and functions of entrepreneur as well as self reliance 2. States the opportunities in salesmanship. 3. Explains how salesmanship can help to promote self employment	1. Participate in the discussion. 2. Copy note from chalkboard.	1. Chalkboard 2. Textbooks	Students to: 1. explain the meaning of entrepreneurship ship and reliance 2. list the job opportunities in salesmanship. 3. explain how salesmanship employment.
9	Types of salesmanship I	Students should be able to: 1. list the types of salesman. 2. write short note on the following. a. industrial salesman. b. sales representatives. c. retail salesman 3. state the duties and functions of the above.	1. Types of salesman 2. Duties and functions of salesman	1. Explains the types of salesmen. 2. Explains the function of each salesman	1. Participate in the discussion. 2. Copy notes from the chalkboard	1. Chalkboard 2. Textbooks	Students to: 1. state the types of salesmen. 2. list the functions
10	Types of salesmanship II	Students should be able to: 1. explain the following. a. wholesale salesman. b. marketing representatives 2. state their functions. 3. distinguish between each types of salesman.	1. Types of salesman 2. Functions of salesman. 3. Difference between each types of salesman.	Explains: 1. types of salesman 2. functions of each salesman. 3. differences between each type.	1. Participate in the discussion. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks	Students to: 1. state and explain the types of salesman 2. state their function. 3. differentiates between each of them.
11	REVISION						
12	EXAMINATION						

**SALESMANSHIP
SS I
SECOND TERM**

SUB THEME: SALES MANAGEMENT AND FINANCES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Sales Management sale decision	Student should be able to: 1. define sales management. 2. state and explain the roles of sales management and sale manager	1. Meaning of sales management. 2. Roles of a sales management.	1. Defines the meaning of sales management. 2. Lists the roles of sales management.	1. Participates in the discussion 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks 3. Magazines	Student to: 1. define sales management. 2. state the roles of sales management
2	Sales management and sales decision	Student should be able to: 1. explain the meaning of sales decision. 2. outline the roles of sales force decision. 3. explain company objectives in the light of sales force decision	1. Meaning of sales decision. 2. Roles of sales decision 3. Company objectives	Explains: 1. meaning of sales decision. 2. roles of sales decision. 3. states the company's objective to sales force.	Participate in the discussion and write down notes	1. Chalkboard 2. Textbooks 3. Journals	Student to: 1. define sales decision. 2. enumerate the roles of sales force decision
3	Factors affecting sales	Student should be able to: 1. state and explain the factors affecting sales. 2. provide solutions to the factors above	1. Major factors affecting sales. 2. Solutions to the factors.	1. Explains the factors affecting sales. 2. Provides solutions to the factors.	1. Listen affectively and ask question. 2. Trip to sales department of a reputable organization	1. Chalkboard 2. Textbooks 3. Charts	Student to: 1. outline the factors affecting sales and provide solutions. 3. visit any sale department of a reputable organization.
4	Sales forecasting I	Student should be able to: 1. define sales forecasting. 2. state and explain the importance and uses of sales forecast.	1. Meaning of sales forecasting. 2. Importance and uses of sales forecasting	Explains: 1. meaning of sales forecasting. 2. importance and used of sales forecast.	1. Participate in the discussion. 2. Copy note from the chalkboard.	1. Chalkboard 2. Textbooks	Student to: 1. define sales forecasting. 2. state the uses of sales forecast.
5	Sales forecasting II	Student should be able to: 1. mention the types of forecasting methods. 2. enumerate the advantages and disadvantages of forecasting	1. Methods of sales forecasting. 2. Advantages and disadvantages of sales forecasting.	1. Lists and explains the methods of sales forecasting. 2. Outline the advantages and disadvantages of sales forecasting.	1. Participate in the discussion and ask question. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks 3. Magazines	Student to: 1. state and explain the methods of sales forecasting. 2. list four advantages and three disadvantages of forecasting.

**SALESMANSHIP
SS I
SECOND TERM**

SUB THEME: SALES MANAGEMENT AND FINANCES

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Marketing survey	Student should be able to: 1. explain market survey. 2. state the importance of marketing survey	1. Meaning of marketing survey. 2. Importance of marketing survey.	1. Explains the meaning of marketing survey 2. State the importance of market survey	1. Participate in the discussion. 2. Visit the market to conduct a market survey	1. Textbooks 2. Magazines	Student to: 1. marketing survey. 2. list ten essential commodities and the prices periodically
7	Finance	Student should be able to: 1. define finance 2. state and explain the forms of finance	1. Meaning of finance. 2. Forms of finance	1. Explains the meaning of finance. 2. States and explains the forms of finance.	1. Participate in the discussion. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks	Student to: 1. define finances 2. state and explain the forms of finance.
8	Financial Institution I	Student should be able to: 1. define financial institution. 2. state and explain the various types of financial institution, making reference to how they help in salesmanship	1. Meaning of financial institution. 2. Types of financial institutions.	1. Explains meaning of financial institution. 2. State and explains the types of financial institutions and how they promote salesmanship	1. Participate by listing the financial institutions they know. 2. Copy note from the chalkboard.	1. Chalkboard 2. Textbooks	Student to: 1. define financial institution. 2. enumerate and explain the types of financial institution.
9	Financial Institution II	Student should be able to: 1. explain the function of financial institution to a salesman. 2. importance of financial institution to salesmanship	1. Functions of financial institution. 2. Importance of financial institution.	1. Explains the functions of financial institution. 2. State the importance of financial institution to salesman.	1. Participate in the class discussion. 2. Copy note from chalkboard	1. Chalkboard 2. Textbooks	Student to: 1. state the function of financial institution to a salesman. 2. list and explain the importance of financial institution.
10	Financial Institution III	Student to: 1. identify and explain the methods of business financing. 2. list and explain the various sources of finance.	1. Methods of business financing. 2. Sources of finance.	1. Outline and explains the various methods of business financing. 2. States the various sources of finance.	1. Listen attentively, ask questions. 2. Copy notes from chalkboard.	1. Chalkboard 2. Textbooks 3. Charts 4. Money	Student to: 1. state the methods of business financing. 2. list and explain the various sources of finance.
11	REVISION						
12	EXAMINATION						

**SALESMANSHIP
SS I
THIRD TERM**

SUB THEME: ADVERTISING AND SALES PROMOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Advertising I	Students should be able: 1. define advertising. 2. state and explains the concepts of advertising.	1. Meaning of advertising. 2. Concept of advertising	Explains: 1. meaning of advertising. 2. concepts of advertising	1. Participate by listening attentively 2. Copy notes from the chalkboard	1. Chalkboard 2. Textbooks 3. Newspaper	Student to: 1. define advertising. 2. list and explain the concepts of advertising
2	Advertising II	Students should be able: 1. state and explain the types of advertising. 2. outline the functions of advertising.	1. Types of advertising. 2. Functions of advertising.	Explains: 1. types of advertising. 2. functions of advertising.	1. Participate in the discussion. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks	Student to: 1. identify and explain the types of advertising. 2. state the functions of advertising.
3	Advertising III	Students should be able: 1. state the reasons for advertising to: a. the company. b. the salesman. 2. outline the advantages and disadvantages of advertising.	1. Reasons for advertising. 2. Advantages and disadvantages of advertising	1. Explains the reasons for advertising to the company and salesman. 2. States the advantages and disadvantages of advertising.	1. Participate by contributing to the discussion. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks	Student to: 1. state the reasons for advertising to company and salesman. 2. identify five advantages and three disadvantages of advertising.
4	Advertising IV	Students should be able: 1. explain each media. 2. state the advantages and disadvantages of each media.	Advertising media.	Explains each media stating their advantages and disadvantages.	1. Participate in the discussion. 2. Copy notes two the chalkboard.	1. Chalkboard 2. Textbooks 3. Newspaper 4. Radio 5. Television 6. Handbill etc.	Student to: 1. state and explain each media. 2. outline the advantages and disadvantages.

**SALESMANSHIP
SS I
THIRD TERM**

SUB THEME: ADVERTISING AND SALES PROMOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Communication process I	Students should be able: 1. define communication. 2. state the importance of communication to salesman.	1. Meaning of communication. 2. Importance of communication.	1. Defines communication. 2. Explains the importance of communication to salesmanship.	1. To design an advert caption. 2. Prepare catchy jingles and displays.	1. Chalkboard 2. Textbooks 3. Handsets, 4. Television 5. Internet 6. Radio etc.	Student to: 1. define communication. 2. outline five benefits of communication to salesmanship.
6	Communication process II	Students should be able: 1. state and explain various means of communication. 2. list the communication barriers.	1. Means of communication. 2. Communication barriers.	1. Lists and explains various means of communication. 2. States the communication barriers and its effects to salesmanship.	1. To design an advert caption. 2. Prepare catchy jingles and displays.	1. Chalkboard 2. Textbooks 3. Handsets, 4. Television 5. Internet 6. Radio etc.	Student to: 1. list and explain five means of communication. 2. identify four barriers in communication.
7	Branding and packaging I	Students should be able: 1. define branding 2. define packaging 3. state and explain the types of branding and packaging	1. Meaning of branding and packaging. 2. Types of branding and packaging	1. Defines branding in relation to salesmanship. 2. Defines packaging 3. State and explains the types of branding and packaging.	1. Participate in the discussion. 2. Demonstrate simple packaging and wrapping	1. Chalkboard 2. Textbooks 3. Display of goods, 4. Charts etc.	Student to: 1. differentiate between branding and packaging. 2. state and explain the types of branding and packaging.

**SALESMANSHIP
SS I
THIRD TERM**

SUB THEME: ADVERTISING AND SALES PROMOTION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Branding and packaging II	Students should be able: 1. outline the importance of branding and packaging. 2. state the advantages and disadvantages of branding and packaging.	1. Importance of branding and packaging. 2. Advantages and disadvantages of branding and packaging.	1. Explains the importance of branding and packaging of salesman. 2. States the advantages and disadvantages of branding and packaging.	1. Participate in the discussion. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks	Student to: 1. state the importance of branding and packaging to salesman. 2. outline the advantages and disadvantage of branding and packaging.
9	Promotion I	Students should be able: 1. define promotion. 2. state and explain the types of promotion with respect to sales incentives	1. Meaning of promotion 2. Types of promotion	1. Explain the meaning of promotion. 2. Lists and explains the types of promotion.	1. Participate in the discussion. 2. Copy notes form the chalkboard	1. Chalkboard 2. Textbooks 3. Gift items	Student to: 1. define promotion. 2. state and explain the types of promotion.
10	Promotion II	Students should be able: 1. explain the objectives usefulness of promotion to salesmanship. 2. state the advantages and disadvantages of promotion	1. Objective/importance of promotion. 2. Advantages and disadvantages of promotion.	1. Explains the objectives and importance of promotion. 2. State the advantages and disadvantages of promotion	1. Participate in the discussion. 2. Copy notes from the chalkboard.	1. Chalkboard 2. Textbooks	Student to: 1. state the objectives and importance of promotion. 2. list the advantages and disadvantages of promotion.
11	REVISION						
12	EXAMINATION						